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ABSTRACT

The program described in this manual is Project ROME-FOCUS--a field-oriented, competency-based instructional program for school administrators pursuing the sixth-year degree at Valdosta State College, Georgia. It is designed to help principals work more effectively with teachers in solving school problems. The manual is intended for use by both the instructor assigned to train a group of school administrators participating in the program and for the administrators themselves. The four main sections include (1) a program description stating all program activities and objectives, (2) lesson plans to be used by the supervisor in training participants and by participants in working with their teachers, (3) appendices that provide supplementary materials relevant to both the program design and lesson plans, and (4) visual aids for use in seminars and school meetings. According to the manual, the theoretical basis for problem-solving is consequence analysis or the competency of an administrator measured in terms of observable outcomes. Each program objective presented is organized in a way that attempts to help a school administrator apply this model in solving an instructional problem in his or her own school. (Author/LD)

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FIELD MANUAL

by

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Project ROME-FOCUS
1977-78

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DEDICATION

This instructional program is dedicated to John Clark, Director, Project ROME, Thomas County Public Schools who conceived the original proposal for Project ROME and gave impetus to the development of the FOCUS training program.

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PREFACE

The program described in this manual is designed to provide practicing school administrators with on-the-job training in school problem solving. The manual is intended for use by both the program supervisor and the program participants. In this manual the terms "program supervisor" or "leader" are synonymous and refer to the instructor assigned to train a group of school administrators participating in the program. The term "participants" refers to those school administrators participating as learners in the program. Simply stated, the program attempts to help principals work more effectively with teachers in solving real and immediate school problems.

The manual is divided into four sections. The first section provides a program description stating all program activities and objectives. The second section provides lesson plans to be used by the supervisor in training participants and by participants in working with their teachers. Third, appendixes are presented providing supplementary materials relevant to both the program design and lesson plans. The fourth section provides visual aids, particularly plates for overhead transparencies used in seminars and in-school meetings as well as instructions for their use in these settings.

Chad Ellett, Director of Assessment, Project ROME, University of Georgia, produced the Georgia Principals' Assessment System upon which this program is based.* Charles Wilson, Head, Department of Educational Administration, Supervision, and Secondary Education, Valdosta State College, made contributions during the initial field test of this program. David Goodsell, Associate Professor of Education, Valdosta State College, provided advice on the design of the manual. School administrators from Thomas County, Grady County, Worth County and Thomasville City School provided input about the program content.

*The development of the Georgia Principals' Assessment system is described in several documents available from Project ROME, Fain Hall, The University of Georgia, Athens, Georgia 30602.

PROGRAM DESCRIPTION

ROME-FOCUS PROGRAM
DESCRIPTION

Project ROME-FOCUS is a field oriented, competency-based instructional program for school administrators pursuing the sixth year degree at Valdosta State College. After preliminary research via Project ROME (Results Oriented Management in Education), a group of 80 competency statements for school principals in Georgia was developed. This project represents an effort to develop and execute a training program which literally focuses on those competencies. The acronym FOCUS stands for Field Oriented, Competency Utilization System, hence Project ROME-FOCUS.

The instructional program extends over a five-month period, encompassing two consecutive academic quarters at Valdosta State College. Each participant may earn ten quarter hours of graduate credit toward the sixth-year degree in educational administration. One five-hour course entitled EAS 798, Practicum in Administration and Supervision, is scheduled for the first academic quarter. During the next quarter, EAS 898, Advanced Practicum in Administration and Supervision is scheduled carrying another five quarter hours credit. Each participant should contact his academic advisor to determine how these hours may be best used toward the sixth-year degree.

Only practicing school administrators may participate in this training program. In addition, the participant must hold a masters degree in education and secure the permission of his superintendent and local board of education. In the past, the project staff obtained the initial cooperation of superintendents and local school boards. The school district must provide each participating principal with the equivalent of two days of released time during each month of the training program for seminars and other program activities. This released time is usually justified in that the

participating principals use the time to solve actual on-the-job problems. Appendix A is an example of a written agreement which must be signed by each participant's superintendent and representatives of the project staff.

The Programmed Textbook

The participant must pass a written examination on the content of the textbook, Consequence Analysis, as a prerequisite for entry into the FOCUS training program. The examination is graded by the field supervisor.

Each participant is given a copy of the textbook approximately twenty-one days prior to the program's starting date. The textbook must be read, and the examination must be completed and posted in the mail at least twenty-one days before the instructional program begins.

The participant is presented a field manual at the meeting of the first seminar. As the participant works through the instructional program, he is encouraged to refer to both the textbook and field manual as aids in making application of the consequence analysis process.

The Field Manual

With respect to the training program outlined within this manual, competency is broadly defined as the school administrator's demonstrated ability to identify and solve a high priority problem and to do so in terms of observable outcomes or consequences. Normally, a high priority problem is one which is clearly related to the goals and objectives of the school organization. The theoretical basis for problem solving is consequence analysis. Each program objective is organized in a way that attempts to help the school administrator apply this model in solving an instructional problem in his own school.

This field manual attempts to serve both project supervisors and

project participants. In other words, the field manual can be used to help the project supervisor train participating school administrators in consequence analysis techniques and to help these school administrators employ consequence analysis with teachers and other staff members in the field. Audio-visual materials are included to aid both project supervisors and project participants in employing the problem-solving model. The central purpose of these materials is to facilitate the application of consequence analysis to administrative practice in education.

Core Problem-Solving Objectives

Each participant is required to complete five core problem-solving objectives. These core objectives are common to all participants, and are the basis for the core problem-solving seminars which meet twice a month. Four ROME competency statements under curriculum and instruction are reworded somewhat to specify them to the consequence analysis rationale. The behavioral indicators from these four competency statements provide the outcomes specified in five objectives concerned with initiating structure, defining the problem, charting alternatives, planning a solution, and implementing objectives. These are process objectives concerned with competency in problem solving. See Appendix B for an exact listing of the four ROME competencies used as a basis for the core problem-solving objectives.

The Objective for Initiating Structure

Initiating structure refers to a leader's behavior in delineating the relationship between himself and members of this staff and in endeavoring to establish well-defined patterns of organization, channels of communications, and methods of procedure.[1] In terms of Project ROME-FOCUS, initiating structure is operationalized as follows:

Conditions: Given two seminars concerned with problem-solving and initiating

structure and reference to the first chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has scheduled released time during the regular school day for teachers and administrators to work on school problems.
2. The participant has scheduled regular committee meetings to discuss school problems.
3. The participant has organized a committee to review a school problem.
4. The participant has regularly provided the entire faculty with the minutes of each committee meeting.

The Objective for Defining the Problem

Defining a problem is the initial phase of consequence analysis. In terms of this project, defining a problem is operationalized in the following manner:

Conditions: Given two seminars concerned with developing a problem definition and reference to the second chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with teachers in defining a problem.
2. The participant has developed consensus about the problem definition.
3. The participant has defined a high priority problem.

The Objective for Charting Alternatives

Considering alternatives for the solution of a high priority problem is the second phase of consequence analysis. In terms of this project, charting alternatives is operationalized with respect to the following objective:

Conditions: Given two seminars concerned with problem-solving and charting alternatives and reference to the third chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has encouraged committee members to generate ideas for solving the problem.

2. The participant has encouraged committee members to analyze critically these ideas.

3. The participant has developed consensus about a possible problem solution.

The Objective for Planning a Solution

Stating a selected alternative in terms of its consequences and planning the reduction of the alternative's negative consequences are the basis for the third phase of consequence analysis. We have operationalized this phase in the following statement:

Conditions: Given two seminars concerned with problem-solving and implementing objectives and reference to the fourth chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with committee members in developing an objective for problem solution.

2. The participant has developed a written objective(s) for problem solving.

3. The participant has developed a system for continuous recording of achievement test data, grades, and other criteria used in evaluating progress toward outcomes specified in the objectives.

The Objective for Implementing Objectives

Implementation is simply the process involved with adapting and applying a particular problem solution in the school. This project will operationalize the implementation process in terms of the following objective:

Conditions: Given two seminars concerned with problem solving and implementing objectives, and supplementary reading in chapter five of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcome in his school:

1. The participant has worked cooperatively with committee members in planning inservice training to help teachers develop skills necessary for solving the problem.

2. The participant has begun inservice training to help teachers develop skills necessary for solving the problem.

3. The participant has taken steps to reduce or eliminate the possible negative consequences of the problem solution.

Criteria for Core Objectives

The core problem solving objectives are stated in terms of conditions and outcomes. Since in Project ROME-FOCUS competency is operationally defined as the school administrator's ability to identify and solve a high priority problem in his school and to demonstrate doing so in terms of observable outcomes, it then becomes essential that a clear understanding exist concerning the criteria utilized in substantiating observable outcomes. In this project, the existence of outcomes specified in the core objective is substantiated by employing a "triangulation of perspectives" whereby the project supervisor will interview two teachers serving on a problem-solving committee and the participating principal to determine both the existence and quality of project outcomes in the field. A full explanation of the triangulation interview technique can be found in Appendix C.

The Final Report

Each participant is required to submit a final report which is simply a record of the problem-solving process applied to his school. The participant's final report is made up of six basic components: 1) a detailed narrative, 2) preassessment data supplied by the Valdosta State College supervisory staff, 3) a daily log maintained during the first month of the program, 4) minutes of the problem-solving committee meetings in his school, 5) an annotated bibliography of references consulted in solving the problem, and 6) five school visit reports.

Objective for the Final Report

Conditions: Given five months of participation in Project ROME-FOCUS,

Outcomes: each participant will document the ability to define and solve a high-priority school problem in written form by producing a final report which includes:

1. A descriptive narrative.
2. Preassessment data.
3. A daily log produced during the first month.
4. Minutes of committee meetings.
5. An annotated bibliography.
6. Five school visit reports.

Criteria: The final report must be graded "satisfactory" by the project supervisor before a participant may receive credit for this objective. A description of the required format for the report is given in Appendix D.

The narrative is an introduction to the final report summarizing the activities of the participant and his problem-solving committee during the five months of the program. In the narrative, the participant explains how he chose his committee, how he scheduled released time to work on the problem, how he defined the problem, and how he went about solving it.

Preassessment data are provided by the Valdosta State College supervisory staff. The participant will receive a summary of findings from preassessment. Data are produced relevant to school problem areas and the competencies of each participant. The participant uses these findings to help identify problems in the school.

A daily log is kept by each participant during the first month of the program. The participant maintains a written record of problem situations confronting him each day: meetings with parents, teachers, students and central office personnel, daily problems of building maintenance, janitorial services, etc. The log is simply a daily summary of the administrator's school life. This is a valuable resource in defining a problem. A problem analysis using the daily log as a data base is also included.

Minutes of committee meetings are kept by an appointed secretary. The committee meets at least once per month to define a school problem, to chart alternatives for solving the problem, and to choose an alternative for implementation. The minutes should contain the problem definition,

the charting of alternatives, plans for implementing the chosen alternative, and the like.

The annotated bibliography is a list of at least fifteen consulted resources to be completed by the end of the third month of the program. These resources should pertain to the problem the participant is attempting to solve in his school. The annotation should include an explanation of how the resource pertains to the problem, or how it may be considered as a possible alternative. Below is a sample entry:

Lurie, Ellen. How to Change the Schools: A Parent's Action Handbook on How to Fight the System. Vintage Books, a Division of Random House, 1970, 293 pp.

> This handbook is for parents who would like to improve their children's schools. The author feels that parents must cooperate with each other in order to bring about change. Her observations are based on fifteen years of experience with community action groups and school boards in New York City. Although the book was written for parents, I chose it in order find ways of getting parents involved in planning curriculum change in our school. The section on how to evaluate curriculum may be incorporated in a P.T.A. program to get parents involved in our school.

School Visits: Each participant is required to visit five other schools during the course of the program. The schools chosen should be operating programs which may be relevant to the problem the participant is attempting to solve in his school. A list of approved Title IV projects in Georgia is available through the State Department of Education. It may be one source for helping participants plan their visits.

It is the responsibility of each participant to arrange his own trips. Consultation with the project supervisor should precede each visit. Visits may be made individually, with a group of participants or with some faculty member. Ideally, other faculty members concerned with the problem should be included in the visit.

The participant includes five school visit reports in the final report. Each program visited is to be charted as a possible alternative

to be considered by the problem-solving committee. Appendix E contains a sample school visit report.

Activities of the Training Program

Program activities are structured so that the project supervisor may help project participants identify and solve a high priority problem in their own schools and to do so in terms of observable outcomes. The basic structural features of the training program include:

1. Participants attend two problem-solving seminars a month. Usually these seminars last approximately two to three hours. They are located in a convenient field-based location, i.e., a central office meeting room, a conference room at a participating school, or a conference room at a local library.

Some seminars involve a participatory lesson presented by the project supervisor. The aim of the monthly seminars is to help the participants accomplish a particular core problem-solving objective in their respective schools. For instance, during the first month participants work on initiating structure, during the second month they work on defining a problem, during the third month they work on charting alternatives, during the fourth month they work on planning a solution, and during the fifth month they work on implementing objectives.

Each principal is asked to tape record his meetings with his school problem-solving committee. Often the second seminar of the month is used to critique the tapes brought to the meeting by participants. Each participant plays all or part of a particular tape, and under the leadership of the project supervisor the group attempts to provide constructive feedback for the purpose of helping each other improve their administrative behavior. Appendix F presents some guidelines for principals to consider in the use of a tape recorder during their in-school meetings with teachers serving on

the problem-solving committees.

2. Preassessment is implemented by the project staff. The central purpose of this phase is to produce data which help participants identify problems in their schools. The following instruments are seen as resources for identifying problem areas. The Modified School Survey is an eleven-factor measure of teachers' perceptions of their work environment. A diagnostic profile is produced comparing participant predictions of the "average teacher" response to the Modified School Survey and the actual average teacher responses with respect to the eleven factors. These discrepencies as well as the lowest obtained scores for various factors measured on these three instruments are suggestive of problem areas needing improvement within the school. From these data, each participant is to articulate a high priority school problem upon which to base his individualized instructional program. Postassessment is implemented upon completion of the instructional program as an external evaluation of the instructional program.

3. Each month the project supervisor makes a field visit to each participant's school to provide individualized help. Based on the field testing of this training program, the purpose of each visit can be summarized as follows:

a. The first visit takes place during the initial week of the program. The purpose of this visit is to counsel the participant about the results of preassessment. The Project ROME staff at the University of Georgia produces a diagnostic profile for each participant including statistical summaries of the findings and a brief analysis of the data which identifies possible problem areas in the participant's school and possible competency weaknesses the participant might choose to improve. The supervisor and the participant should use these data in defining initially a general problem area to attack and in planning supplementary activities to improve competency weaknesses. Appendix G presents a guide

to interpretation of the diagnostic profile.

b. The second visit should take place during the third week of the second month. The purpose of this visit is to make sure that the participant has developed adequate initiating structure and has cooperatively, with his teachers, defined an acceptable problem. Some principals choose only minor problems to solve; others choose problems that may be beyond their ability to solve. In either case, the supervisor needs to suggest possible problem definitions which are both acceptable and realistic. Since this meeting takes place during the third week of the second month, it is possible for the participant to work with his school committee in improving the problem definition.

c. The third visit should be made during the first week of the third month. Using the triangulation technique, the field supervisor interviews the principal and two teachers serving on the school's problem solving committee. The supervisor attempts to give the participant direct feedback on his progress in meeting the first three core objectives. In addition, the supervisor checks the participant's progress on the final report.

d. The fourth visit should be made during the last week of the fourth month. The purpose of this visit is to provide individual help in meeting the last two core objectives and to develop a clear understanding about what needs to be done to meet final requirements for successful completion of the program. This meeting is crucial, and expectations must be clearly spelled out so that the project may be completed on schedule.

e. The fifth visit should be made during the last week of the fifth month. The purpose of the visit is to conduct the final evaluation of each participant's progress toward completing all project objectives. That is, all five core objectives and the final report objective must be completed at this time.

Grading Policy

The grading scale for EAS 798 is presented below. Grades are based on the raw score generated by the triangulation interview technique applied to the first two core problem-solving objectives. Due one week prior to the evaluation are the following: the partially completed final report including the narrative for the first two objectives, the daily log, a minimum of seven items in the annotated bibliography, a minimum of one school visit report, the minutes from all problem-solving committee meetings concerned with initiating structure and defining a problem, and the preassessment profile. In addition, all tapes of problem-solving committee meetings to date must be in the supervisor's hands at least one week prior to evaluation.

Raw Scores	Final Grade
42-39	A
38-35	B
34-31	C
30-27	D
26 or less	F

Those who do not provide a final report completed in satisfactory condition, tapes of all meetings to date, and a scheduled date for interviews at least one week prior to evaluation are to be assigned a grade of C or less at the discretion of the supervisor; they are to be dropped from the program. Participants must earn a grade of A or B to be eligible for unconditional continuation in the program. Those earning a grade of C must obtain permission of the supervisor and negotiate a remedial contract in order to be eligible for continuation in the program. Participants earning a D or F may not continue in the program under any conditions. Appendix H presents a remedial contract form.

The grading scale for EAS 898 is presented below. Grades are based on raw scores produced by the triangulation interview technique applied to all five core problem-solving objectives. The final report objective is to be

completed one week prior to the end of the program. All tapes must be handed in at this time as well as a scheduled date for triangulation interviews. The failure of a participant to provide all requirements results in a grade of C or less being assigned at the discretion of the supervisor.

Raw Scores	Final Grade
96-89	A
88-81	B
80-73	C
72-65	D
64 or less	F

The Lesson Plans

The field manual contains five lesson plans for use in Project ROME-FOCUS seminars which the participant should adopt in training his faculty in the process of consequence analysis. Each lesson contains the following: 1) a rationale statement, 2) a statement of intended consequences for the seminar, 3) preparation for the seminar, and 4) a list of procedures to be followed in the seminar. In addition, the lesson plan contains suggestions for in-school application of the problem-solving model. This section includes an objective which the participant is to attain in his school and procedures to follow for meeting the objective. The lesson plans provide a basis for adoption of the problem-solving model by practicing school administrators. Figure 1 depicts the ROME-FOCUS calendar of instructional activities.

As Figure 1 denotes, there are ten seminars conducted during a five-month period. Lesson plans for seminars one, two, five, seven, and nine are presented as lessons one through five because they constitute the basic units of instruction concerned with each of the five steps of consequence analysis. In addition, seminar three involves the analysis of daily logs to determine problem definitions, and the remainder of the seminars are concerned with the critiquing of tape recordings of in-school, problem-solving committee meetings. Contained in the next section are the five basic lessons

concerned with each step of consequence analysis and a section presenting suggestions for the daily log seminar and the tape critique seminars.

Preassessment

First Month

Participants Keep Daily Logs
Preassessment Counseling Field Visit
Seminar One - Initiating Structure
Appoint Problem-Solving Committee
Seminar Two - Defining a Problem
Committee Meeting for Defining a Problem

Second Month

Seminar Three - Review Daily Logs for Problem Definition
Committee Meeting
Field Visit
Seminar Four - Tape Critique the Tapes of the First Two Committee Meetings Concerned with Initiating Structure and Defining a Problem
Supervisor Collects Tapes and Half Completed Reports

Third Month

Mid-Evaluation Field Visit
Visits to the Schools Begin
Seminar Five - Charting Alternatives
Committee Meeting to Charting Alternatives
Seminar Six - Tape Critique of Committee Meetings to Chart Alternatives
End of First Quarter

Fourth Month

Seminar Seven - Planning a Solution
Committee Meeting to Complete Stating Objectives
Seminar Eight - Tape Critique of the Committee Meeting for Planning a Solution
Field Visit

Fifth Month

Seminar Nine - Implementing Objectives
Committee Meeting to Plan Orientation
Orientation Session for Faculty and Others
Seminar Ten - Tape Critique of Committee Meetings to Implement Objectives
Postassessment
Final Evaluation

Figure 1. The ROME-FOCUS Calendar.

LESSON PLANS

LESSON ONE:

INITIATING STRUCTURE

Rationale

Initiating structure refers to a leader's behavior in delineating the relationship between himself and members of his staff and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure.[1]

This lesson is concerned with helping the participants establish these conditions in their own schools. In order to establish effective initiating structure for school problem solving, each principal must organize a committee, develop ways to meet with the committee during the school day, provide an opportunity for the committee to modify its membership, cooperatively develop a schedule of regular committee meetings, and communicate and maintain clear documentation of each meeting. Two skills are needed in the first seminar: brainstorming and the charting of alternatives. Since experience with the text has already furnished an explanation of the charting process, a brief explanation of brainstorming is all that is needed to prepare the participant for the seminar activities. See Appendix I for such an explanation.

Preparation for the Seminar

1. The meeting should be held in a room with sufficient wall space for displaying all alternatives on newsprint. The room should be available for an adequate period of time so that the meeting can be held in its entirety.

2. A chalkboard, either portable or permanent, should be available. An overhead projector and projection screen are necessary. The leader

[1]Halpin, Andrew. Theory and Research in Administration, New York: MacMillan, 1967.

should also see that newsprint, masking tape, and a broad felt-point pen are available.

3. An audio tape recorder is used in many seminars. The type with a built-in microphone is preferred.

Intended Consequences of the Seminar

As a result of this seminar, each participant develops competence in creating the necessary initiating structure for school problem solving and improves his ability to lead a group in cooperatively developing this structure.

Procedures for the Program Leader

1. The leader presents a drawing of a building brick on the overhead projector. He asks the participants to enumerate the various ways the brick can be used. The leader follows the "brainstorming" guidelines given in the lesson rationale. Allow approximately five minutes for this activity.

2. The leader presents an uncaptioned cartoon on the overhead projector; the group attempts to provide appropriate captions. The leader terminates the activity after four or five minutes.

3. The leader presents the following problem to the group: "How can the principal schedule released time during the regular school day for administrators and teachers to work on school problems?" The participants are given about thirty seconds to organize their thoughts; they are then asked to present as many ideas as they can think of in a 15 to 25 minute period. The leader, using a broad felt-point pen, writes these alternatives on newsprint attached to the wall. After all alternatives have been listed, the leader leads the group through an alternatives grouping process in which duplicates are eliminated and similar ideas consolidated. The group then

identifies both the intended consequences and the expected negative consequences (advantages and disadvantages) of each alternative. Each individual then ranks the alternatives in order of their desirability for his particular situation. The members share these rankings with the group.

4. The leader discusses the following points which might be considered in establishing a problem-solving committee.

a. Should a balance in experience and background of members be kept?

b. Should the majority of the committee members be directly affected by the problem?

c. Should the committee be allowed to modity its own membership by adding members who will strengthen the committee and by dropping members as interests and goals change?

d. Should a member be appointed to serve as a devil's advocate to keep the problem in critical focus?

The leader makes the point that it is not uncommon for some principals to make little or no use of the group process in school problem solving for various reasons. It is quite proper for principals in this category to select teachers with whom he has rapport and feels secure initially for his problem committee. As he develops a sense of security, the group should be expanded to include all elements of the faculty.

5. The leader will request that the participants record on audio tape a meeting of their problem committee working on the objective for initiating structure. Tapes will be brought to the fourth seminar for critiquing.

Intended Consequences of the In-School Application

Conditions: Given a seminar concerned with problem solving and initiating structure reference to the first chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has scheduled released time during the regular school day for teachers and administrators to work on school problems?

2. The participant has scheduled regular committee meetings to discuss school problems?

3. The participant has organized a committee to review a school problem?

4. The participant has regularly provided the entire faculty with the minutes of each committee meeting?

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby the supervisor will interview two teachers and the principal to determine if, indeed, the outcomes have been realized.

In-School Application Procedures for the Principal

Many of the preparation procedures and materials used by the leader and participants in the training seminar are used by the principal in his school meeting with teachers. The principal should refer to the section, "Preparation for the Seminar" in this lesson.

1. The principal should discuss with his total faculty the consequence analysis problem-solving project as it will be applied in his school. He needs to present the preassessment results in order to delineate a problem area in which to work. It is important to encourage faculty input with respect to what the preassessment data means to everyday life in the school. Once a general problem area is identified, he should ask for their advice in selecting a committee to study this problem. One possible approach would be to ask for volunteers. It might be a good idea to mention that meetings will take place during the school day to minimize negative feelings about committee membership. In closing, the principal should assure his staff that it will receive minutes of all committee meetings and that faculty input will be welcomed.

2. The principal should now make arrangements to meet initially with the committee developed during the meeting with the total faculty. During this meeting, the need for initiating structure for school problem solving is explained by the principal and discussed with committee members. He

explains the rules of brainstorming and uses the same brainstorming warm-up as was used in the seminar. A recorder should be appointed to document the proceedings of the meeting.

a. Show the overhead transparency of the brick and have teachers suggest uses for it.

b. Show the overhead transparency of an uncaptioned cartoon. Let the faculty provide captions.

3. Brainstorm the following problem definition: "How can we schedule released time during the school day for the principal and teachers to work on a school problem?" Use the same procedures as were employed in the seminar. Develop a contingency rating which is agreeable to the committee.

4. Give the committee an opportunity to modify its membership in order to perform effectively its task. The principal should suggest that this option remain open throughout the project. There may be times when the expertise of someone not initially serving on the committee is needed.

5. Develop a tentative schedule for committee meetings. Naturally, there will be times when the schedule needs to be adjusted. However, a tentative schedule should be cooperatively developed to encourage commitment among committee members with respect to the problem-solving structure.

6. Record this meeting on audio tape for documentation and for critiquing by the group at the fourth seminar. See the guidelines for using a tape recorder contained in Appendix F. In addition, a secretary is to be appointed to keep a record of the proceedings of all meetings. Copies of these written minutes should be issued to all faculty members and kept on file as part of the principal's final report. The written minutes should include a request for faculty input about committee proceedings.

LESSON TWO:

DEFINING A PROBLEM

Rationale

Schools are basically social institutions with many key problems which can be classified as mutual problems. This lesson is designed to have the principal involve others in defining mutual problems. Those who have been involved in the process of defining a problem are more likely to work cooperatively toward the implementation of a problem solution.

Preparation for the Seminar

1. The program leader needs to have an audio-tape recorder available for this meeting. This is to be used for playing the cassette tape provided for sample problem cases.

2. A large chalkboard may be used for listing indicators, writing a problem definition, etc. If a chalkboard is not available, the program leader may prefer to use newsprint and a felt-tipped pen for listing these indicators.

3. An overhead projector is needed in order to present various examples.

4. Participants need to bring their field manuals to the seminar.

Intended Consequences of the Seminar

As a result of this seminar, the participant improves his proficiency in defining a problem and his ability to lead others in cooperatively identifying problem indicators and stating a problem definition.

Seminar Procedures for the Program Leader

1. Have participants read the first sample problem case presented below. Lead the group through an identification of indicators and determine whether or not the group has developed the necessary skill in identifying indicators. Discuss the problem definition and give participants the opportunity to express

agreement or disagreement with the problem definition.

2. Lead the group through sample problem case two and three. Identify indicators, state the problem definition, and identify structural features which are related to the problem.

Problem Cases

Following is a problem case with its problem indicators listed along with a proposed problem definition. The school's structural characteristics which are related to this problem are also given. After the participants have completed this case, proceed through an analysis of the next two problem cases in terms of problem indicators, problem definition, and a school's structural features as they relate to the problem.

Problem Case 1

You are completing the first year of your principalship of a high school in a community of fifteen thousand people. Final examinations have been given and report cards issued. About 9:15 in the morning on the day after the last day of school, your secretary reports that a Mrs. Middlebrooks is in the outer office to see you. When she is ushered into your office, you can see that she is upset. She immediately begins to criticize Mr. Farley, who has taught mathematics in this school for the past six years. Her complaint is that her son, Bobby, had received passing marks on all his algebra tests and on his report card up to the final examination, which Mr. Farley said he had failed. On the basis of Bobby's final examination, Mr. Farley gave him a failing grade in the course. She complains that he was very rude to her when she talked with him on the telephone. She reported that Mr. Farley had said that no one could pass his course who couldn't pass his final examination.

After hearing Mrs. Middlebrooks' story, you assure her that you will discuss the situation with Mr. Farley during his conference period and get back in

touch with her during the day. When you talked with Mr. Farley, he reported that Bobby "earned" an "F" and that, indeed, he had told Mrs. Middlebrooks that no one could pass his course without passing his final examination. He also had told her that he thought it had been a mistake for Bobby to have been placed in his algebra course, since he did not have the ability to handle a course of this nature.

When you told Mr. Farley that you had heard that he had not always followed this policy, he heatedly contended that he had always felt this way but that the previous principal had believed in coddling both the incompetent and the lazy students and had pressured teachers into passing them. He had hoped that you, the new principal, would respect the rights of the professional teacher to conduct his classes as he saw fit. Furthermore, he stated that he was disappointed in that you had felt it necessary to pry to find out how he had conducted his classes in the past. Also, it seemed obvious to him that you had not supported him against this unreasonable parent.

After Mr. Farley departed, you sat down to collect your wits. Almost immediately, your secretary reported that Mr. Felsen, your superintendent, was on the line. After the usual pleasantries, Mr. Felsen stated that board of education member Bob Cain had reported that he has been contacted by Robert Middlebrooks concerning unfair treatment of his son by Mr. Farley. Mr. Middlebrooks reportedly said that this type treatment has happened before and that the school doesn't need such incompetent teachers who obviously don't know how to teach their subjects.

Mr. Felsen suggested that you look into the situation, find out what the problem really is, and report back to him.

Problem Indicators	Problem Definition
1. Mrs. Middlebrooks visited school to complain to the principal.	How can we reach agreement on a policy for grading and evaluating students?

2. Mr. Middlebrooks complained to school board member.

3. Board member reported concern to the superintendent.

4. Mr. Farley complained about infringement on academic freedom and principal's non-support of teachers against parents.

5. Mr. Farley complained about counseling and placement of Middlebrooks boy.

6. General allegation of unfair treatment of student by Mr. Middlebrooks.

7. Superintendent requested action.

School structural features related to problem may be:

(1) Schools are marked by no clear-cut work technology.

(2) Most schools and school systems are marked by a general structural looseness.

(3) Schools have a vague goal structure.

(4) Schools are public institutions marked by a high degree of vulnerability.

In looking at this case, it should be noted that the problem is not "How can we resolve the disagreement about Bobby's grade?", "How can we appease an irate parent?" "How can we deal with an unfair teacher?", nor "How can we satisfy the superintendent and board member?" Another tentative problem definition might read, "How can we remove Mr. Farley from our school?" Unfortunately, this response has been the accepted problem definition in some similar cases.

While it is apparent that some of these indicators must be dealt with immediately until the real problem is identified and solved, Mr. Farley will be involved in other problem situations of a similar nature; so might other teachers with views on teaching and evaluation not in accord with the views of parents and other professionals be involved. The problem indicators listed in this treatment are merely "symptoms of the disease" much as chronic stomachache may be a symptom of a peptic ulcer or some other ailment. Unfortunately, many harrassed principals suffering from stimulus overload spend much time reacting to indicators--treating the symptoms, as it were--rather than attacking the problem.

Problem Case 2

The new curriculum director in your system met with you and the other principals last week to propose his plan for career education for the total system.

He seems to have considerable expertise in this area and has written a book and several articles on the subject. His plan is to "bring some order out of chaos", as he calls it, by giving more stucture to the curriculum and to integrate career education concepts with all other curriculum areas -- developing, in effect, an interdisciplinary approach to career education.

You have reservations about his approach because you realize the independence of each teacher has been jealousy guarded. However, since the plan has the support of the superintendent and you are new to this school, having just been transferred from a smaller school in the system, you decide to support the program.

Yesterday, you put a memorandum in the mailboxes stating that the curriculum director will have the responsibility of integrating career education with all areas of the regular curriculum. You have included a brief description of the curriculum director's over-all plan.

Just before classes began this morning, Mrs. Stone, a veteran reading teacher, handed you a letter which she would like to discuss with you later in the day when you both have more time. You recall that Mrs. Stone has been employed by the system for 26 or 27 years (long before your time in the profession), teaching almost every subject on every grade level. She has a masters degree in reading and has assumed leadership not only within your school but also in this part of the state. She probably knows more about the inner workings of the school that anyone else on the faculty. She is past president of the local classroom teachers association and last year she was named "Teacher of the Year" in the state. Her letter follows:

Dear Mr. Forrest:

Your memo about the proposed Career Education Curriculum is causing me great concern and much anguish. In fact, I have been unable to get to sleep because of worrying about this and am writing this at three a.m.

While this plan may look good on paper, you know that the strength of the faculty has always been in its flexibility -- which comes from letting each teacher "do her own thing."

You are aware that when this new policy takes effect (if it can be called that) it will not only weaken other areas of the curriculum but also will lower morale in general. I think I don't need to point out to you that the needs of our school are quite different from other schools in some parts of the city. Also, has it not occurred to you that both you, as principal and our total school will lose autonomy whenever the Central Office imposes another program on us?

Some of the other teachers with whom I talked earlier tonight, as well as I, feel that you should persuade the superintendent to rescind this decision. I know the curriculum director must mean well, but he just doesn't understand the situation here. He needs to know the system and the faculty better before he embarks on any big changes.

Some of the teachers think I should bring this matter before the executive council of the Classroom Teachers.

Cordially,

Elizabeth Stone

Identify the problem indicators and possible causes, in this case; develop a problem definition.

Case 2

Indicators

_____

_____

_____

Problem Definition

Structural Features Related to the Problem are:

1.

2.

Objective for In-School Application

Conditions: Given a seminar concerned with developing a problem definition and reference to the second chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with teachers in defining a problem.

2. The participant has developed consensus about the problem definition.

3. The participant has defined a high priority problem.

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby the supervisor will interview two teachers and the principal to determine if the outcomes have been realized.

5. Seminar Three will be a discussion of actual school problems by the participants. Participants are asked to prepare for this seminar by reviewing their logs, making a list of problem indicators and writing a problem definition based on the information contained in the log. Each participant should bring his log to Seminar Three. Seminar Three is concerned with critically analyzing these logs.

In-School Application Procedures for the Principal

1. Lead the committee through Problem Case 1. Use this example to explain the process of defining a problem to the committee.

2. Lead the committee through Problem Case 2, "The Questioning Teacher," using the same procedure as was presented in Seminar Two.

3. Lead the faculty or problem committee through a real problem in the school employing the procedures used with Cases 1 and 2. This meeting will be recorded on audio tape for critiquing by the group in Seminar Four. It will also serve to orient the field supervisor to the faculty and the school when he makes his first evaluation visit.

4. Remember that the product of this committee meeting is to be the definition of a high priority school problem derived cooperatively by teachers and administrators in the school.

LESSON THREE

CHARTING ALTERNATIVES

Rationale

There is much social-psychological literature to indicate that people are more likely to seek the implementation of a decision if they have been involved in making the decision. Since most problems confronting school administrators are mutual problems, it would seem advisable to include others in the generation and analysis of alternatives. The group might consist of individuals who helped produce the problem definition, others who are directly affected by the problem situation, or possibly individuals who have relevant experience and expertise.

Preparation for the Seminar

Newsprint and a felt-tipped pen are used for charting alternatives. However, the program leader may prefer to use a large chalkboard. A written copy of the charting should be kept.

Intended Consequences of the Seminar

As a result of this seminar, the participant improves his skill for generating alternatives, identifying intended and negative consequences, and developing a contingency rating. The participant improves his ability to lead a group in the process of charting alternatives.

Seminar Procedures for the Program Leader

1. Employing the "brainstorming" technique, lead the group through an exercise in generating alternatives for one or both of the following problems. "How can we improve communication between the school and the community?" "How can we help consistently failing students in our school?" See Appendix I for explanation of brainstorming rules.

Please observe the following steps:

a. Generate alternatives

b. List intended consequences

c. Using scanning mechanisms, determine the effect of each alternative.

d. List negative consequences for each alternative.

2. Using the following sample case, analyze the alternatives listed, chart them with their intended and negative consequences, and develop a contingency ranking.

Principal Joe Swanson and his problem committee have identified the following problem in their school:

"How can we keep our building and grounds clean?"

The following alternatives were selected:

(a) Have students who are sent to office for discipline problems police the building and grounds.

(b) Become more severe with students caught littering.

(c) Assign extra teachers to supervise corridors and grounds.

(d) Hire additional custodial personnel.

(e) Initiate a "Keep our School Beautiful Program".

3. Have participants record on audio tape one session with their problem-solving committee in which they are charting alternatives. The tapes are to be critiqued by the group in Seminar Six.

Objective for In-School Application

Conditions: Given a seminar and one month for implementation for problem-solving and charting alternatives, and reference to the third chapter of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has encouraged committee members to generate ideas for solving the problem.

2. The participant has encouraged committee members to critically analyze these ideas.

3. The participant has developed consensus about a possible problem solution.

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby the supervisor will interview two teachers and the principal to determine if the outcomes have been realized.

In-School Application Procedures for the Principal

In a scheduled meeting:

1. Present the material from Chapter III of Consequence Analysis, "Charting Alternatives," to the committee.

2. Using the "brainstorming" technique, lead the committee through one of the two problems presented in the seminar.

3. Having identified and defined a high-priority problem in your school, chart alternatives for solving the problem. This meeting is to be recorded on audio tape for critiquing by the group in Seminar Six.

4. Remember that the product of this committee meeting is to be the selection of the most desirable alternative available for solving the problem.

5. The secretary is to take the minutes of the meeting for documentation purposes.

LESSON FOUR:

PLANNING FOR PROBLEM SOLUTION

Rationale

An objective is simply a statement of the selected alternative, its intended consquence, and the criteria by which intended consequences can be substantiated as observable outcomes. By stating an alternative as an objective, the problem solver is able to communicate exactly what is to be accomplished. Stating objectives also facilitates the evaluation of the alternatives by the problem solver and others.

Preparation for the Seminar

Participants should have pencil and paper for writing objectives. In addition, the problem leader may like to record their contributions using newsprint, chalkboard, or an overhead projector.

Intended Consequences of the Seminar

As a result of this seminar, the participant improves his skill in stating alternatives as objectives and improves his ability to lead a group in development of objectives for solving a high priority school problem.

Seminar Procedures for Program Leader

1. Present the following alternative to the problem, "How can we schedule released time during the school day for teachers and administrators to work on an instructional program?" to the participants:

> "We intend to have monthly or quarterly inservice half days where children are excused at lunch time, freeing teachers for meetings."

Work with the group in putting this alternative into objective form with conditions, outcomes, and criteria statements.

2. Ask participants to present selected alternatives for this problem they are working on in their own school. Select one as a sample and have the group create an objective based on this alternative.

3. With respect to the same example, take the objective and plan two or three activities using the sample management plan format presented in Appendix J. Activities should be conducted for one of two purposes. First, activities should accomplish intended consequences. Second, activities should reduce or eliminate anticipated negative consequences. Explain to the group that an objective and a tentative management plan should be the products of this month's in-school meetings.

4. Have the participants record on audio tape one session with their problem committee in which they are developing an objective from an alter-

native. The tapes will be critiqued by the participants in Seminar Eight. At the end of Seminar Eight, participants should be asked to bring a tentative management plan to the next seminar.

Objective for In-School Application

Conditions: Given a seminar concerned with developing an objective statement from an alternative and reference to chapter 4 of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with committee members in developing an objective for problem solution.
2. The participant has developed a written objective(s) for problem solving.
3. The participant has developed a system for continuous recording of achievement test data, grades, and other criteria used in evaluating progress toward outcomes specified in the objectives.

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby the supervisor will interview two teachers and the principal to determine if the outcome has been realized.

In-School Application Procedures for the Principal

In a scheduled meeting:

1. Present the material from Chapter IV of Consequence Analysis, "Implementing Objectives," to the committee.
2. Lead the committee through an exercise in stating an alternative as an objective, using procedure number one from the seminar.
3. Having selected an alternative for solution of a high-priority school problem, ask the committee to state the alternative as an objective.
4. Remember that the product of this committee meeting is to be a written objective and a tentative management plan for solving the problem previously chosen by your committee.
5. The secretary is to keep minutes of the meeting for documentation

purposes.

LESSON FIVE:

IMPLEMENTING OBJECTIVES

Rationale

Implementing Objectives is simply the process involved with adapting and applying a particular problem solution in the school. It may involve a formal orientation or training program to introduce teachers to the chosen solution. It may involve the principal's going into classrooms to help teachers adapt to new ways of solving instructional problems; it may involve the principal and teachers organizing peer observation groups, team planning groups or other arrangements whereby consequences of solutions evolve and should be discussed regularly as a vital component of the application process. Probably the most important feature of implementation is the reduction of the negative consequences inherent in the solution.

At this point in the project, each participating principal and his committee have established a plan to solve their problem and a scheme for evaluating their progress. This is laid out in the form of a written objective. During the implementation phase, the committee and principal must concern themselves with how they are going to introduce this plan to the professional staff. The implementation plan should be set up in such a way that the anticipated negative consequences of the selected solution are reduced or eliminated. Further, the participant and his committee must stand ready to deal with unanticipated consequences which occur during the initial implementation effort and in subsequent application of the solution to the school environment.

Preparation for the Seminar

Participants should have pencil and paper for writing objectives.

In addition, the program leader may like to record their answers using newsprint or chalkboard.

Intended Consequences of the Seminar

As a result of this seminar, the participant improves his ability to minimize or eliminate negative consequences and develops competence in helping others deal with negative consequences.

Seminar Procedures for Program Leaders

1. Have each participant present a tentative plan for implementation. The presentation should include an explanation of the steps to be taken in dealing with anticipated negative consequences. The group in its discussion of each plan should attempt to provide constructive criticism. This exercise should help prepare each participant to work cooperatively with his problem-solving committee in devising such an implementation plan.

2. Divide the seminar into two groups. Have each group select one member's implementation plan and give it to the other group in written form. The two groups should meet separately to create hypothetical, unanticipated negative consequences for the plan they were given. Once this is completed, the groups should present each other with a written list of unanticipated negative consequences to be solved. The list should be realistic rather than a "torture track" which would be impossible to overcome. Each group should prepare a plan which would overcome the unanticipated negative consequences they were given. The leader should call the groups back together after a reasonable amount of time. Each group should appoint someone to present its plan for overcoming unanticipated negative consequences. The plans would then be subjected to critical analysis by the entire group.

Objective for In-School Application

Conditions: Given a seminar concerned with implementation and minimiz-

ing unanticipated negative consequences of selected objectives and reference to Chapter 5 of Consequence Analysis,

Outcomes: each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with committee members in planning inservice training to help teachers develop skills necessary for solving the problem.

2. The participant has begun inservice training to help teachers develop skills necessary for solving the problem.

3. The participant has taken steps to reduce or eliminate the possible negative consequences of the problem solution.

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby an external observer will interview two teachers and the principal to determine if the outcomes have been realized.

In-School Application Procedures for the Principal

1. The participant meets with problem committee once or more to complete the implementation plan.

2. He meets with the entire faculty during school time to begin the implementation of the objective.

3. He will record on audio tape key proceedings of each meeting and have the secretary keep minutes of all meetings for documentation purposes.

THE DAILY LOG SEMINAR

Each participant keeps a daily log during the first month of the program. The participant maintains a written record of problem situations confronting him in the school each day. After one month, the participant reviews the log, lists or summarizes problem indicators, and, from those indiciators develops a problem definition relevant to the everyday operation of the school. This analysis should be done prior to the third seminar and brought to the seminar in written or graphic form for presentation to other participants.

The purpose of this seminar is to increase participant competence in defining problems, particularly with respect to their role in the school organization. During the seminar each participant should be given an opportunity to present their analysis to the group for critiquing. The participant should incorporate suggested improvements into a final version of this analysis which is to appear in the final report.

THE CRITIQUES OF TAPES RECORDINGS

Four seminars are provided for the review of tape recorded, in-school committee meetings conducted by participants. The purpose of these seminars is to help each participant improve his competence in leading a problem-solving group. Feedback from peers and the project supervisor should provide information necessary for meaningful, behavioral change.

The seminar participants will critique the tape-recorded meeting in terms of the outcomes specified in the core problem-solving objectives. The seminar group provides feedback about whether or not outcomes were achieved. Participants should take the suggestions made by the group and try to implement them in subsequent in-school committee meetings.

APPENDIXES

APPENDIX A: COMMITMENTS REQUIRED OF PARTICIPATING SCHOOL SYSTEM: PROJECT ROME-FOCUS

1. Only practicing school administrators may participate in this training program. Participants must hold a masters degree, an administrator's certificate, and secure the permission of their superintendent and the Board of Education.

2. The instructional program begins January, 1977, and extends over the winter and spring quarters at Valdosta State College, approximately five months.

3. The school district must provide each participating principal with the equivalent of two work days per month for participation in the project. Any travel done by participants shall occur at the expense of the district or the individual participants.

4. Seminars will meet in the school district approximately twice per month. A project supervisor will meet with participants individually at their school at least once a month.

5. The participants, as a part of this training program, must undergo assessment in a pre and post testing strategy. The GPAS is to be administered in all schools in the school district involving principals, teachers, and sample groups of students. The administration of the entire package takes approximately an hour and a half in each school.

6. Since the participants will be working on important school problems, they may wish to recommend changes in the curriculum or the management of the schools.

7. The project shall provide most instructional materials and a teaching and assessment staff at no cost to the host district. Further, the project shall pay the tuition for the last five quarter hours of the program. Participants will receive ten quarter hours of regular graduate credit in educational administration at Valdosta State College upon successful completion of the program.

AGREEMENT

The _____ District hereby agrees to participate in the field-based training program for school administrators, sponsored by Project ROME-FOCUS at Valdosta State College. We agree to the conditions outlined above with the following exceptions and/or additions:

_____
Superintendent of Schools

_____
District

APPENDIX B: FOUR ROME COMPETENCIES

Below are the four FACT statements and their behavioral indicators used as a basis for the core objectives. These four were selected from the area of curriculum and supervision because this area was felt to be most directly related to the goals and objectives of the school organization. However, these FACT statements are only four of eighty which survived exhaustive research, including a statewide priority survey with 290 principals in Georgia. The four are listed in numerical order.

FACT NINE

Teacher Instructional Problem Solving Skills

1. Plans in-service training to help teachers develop skills necessary for solving instructional problems.
2. Observes teachers in classrooms in order to identify instructional problem solving skills needing improvement.

FACT SIXTEEN

Evaluation of Students Progress Toward Instructional Objectives

1. Discusses with teachers which procedures for evaluating both short and long range instructional objectives are to be employed.
2. Maintains a system for continuous recording of achievement test data, grades, and other evaluative information.
3. Plans a system for evaluating student progress toward instructional objectives.
4. Periodically evaluates student achievement using standardized tests.
5. Decides what methods are to be used in evaluating progress toward instructional objectives.

FACT NINETEEN

Teacher Input and Design of Curricula

1. Determines desirable curriculum changes based on classroom observation information, teacher discussion, etc.
2. Encourages teachers to generate new curriculum ideas.

FACT TWENTY

Modification of Curriculum Content and Organization

1. Encourages teachers to work together in modifying curriculum.
2. Schedules released time for teachers to plan for and revise courses during regular school day.
3. Organizes faculty committees to evaluate curriculum content.
4. Determines curriculum areas needing modification.
5. Schedules staff meetings to discuss curriculum content areas where modification is needed.
6. Assesses extent to which curriculum content is perceived as being relevant by students, teachers, and business and community members.
7. Appoints faculty committee to review curriculum content and organization and to recommend needed changes.

APPENDIX C: THE TRIANGULATION INTERVIEW TECHNIQUE

The outcomes specified in the five core problem-solving objectives are verified through the use of the triangulation interview technique. The term triangulation refers primarily to the process of interviewing three persons involved in the problem-solving activity to obtain a cross-check of perspectives relative to the substantiation of anticipated program outcomes. The triangulation process is implemented in terms of four sequential steps: the preparation, the pre-interview, the interview itself, and the post-interview conference.

Preparation

Prior to the triangulation interviews, each participant is required to submit written evidence in the form of a final report which includes a narrative of problem-solving activities, a daily log analysis, a preassessment profile, school visit reports, an annotated bibliography, and minutes of all committee meetings. The participant also submits tape recordings of all committee meetings. Once the interviewer accumulates these materials, he must review them thoroughly. This preparation allows the interviewer to cross-check the written evidence and the tape-recorded evidence against testimony produced in the interviews.

Pre-Interview

Interviews are scheduled in advance. The field supervisor acts as the interviewer. The participant and two committee members are interviewed one at a time. Usually, the two committee members are selected by the supervisor from a list of all committee members supplied by the participant. Prior to each interview, the supervisor makes the person being interviewed aware that the written evidence and tapes were reviewed in preparation for

the interview. The supervisor states that the purpose of the interview is to determine whether or not he has correctly interpreted the written evidence and tape recordings. The fact that those being interviewed are aware of the supervisor's familiarity with the committee's progress may reduce the possibility of misleading testimony.

The Interview

Each interview is conducted separately. The participant is interviewed first; the two selected committee members are then interviewed one at a time. The interviewer is free to ask as many questions as necessary to obtain a clear perspective about what has been accomplished. These three interviews provide a triangulation of perspectives from which the final determination can be made relative to the degree each outcome specified in the core problem-solving objectives was achieved. Attached is a copy of the triangulation interview form complete with instructions about its administration.

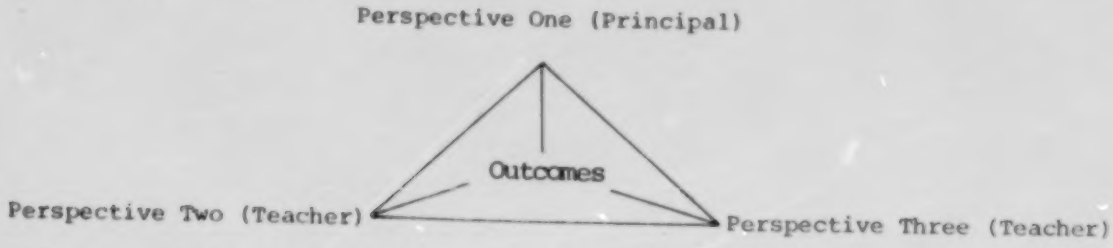
Post-Interview

Upon completing all interviews, the supervisor meets privately with the participant to discuss the results of the evaluation. The purpose of the post-interview is to provide the participant with direct feedback about his progress toward program objectives. Occasionally, a remedial contract is negotiated so that areas needing improvement may be addressed. The feedback provided in this conference may be used by participants to reinforce or modify their problem-solving behavior.

INSTRUCTIONS

To measure the existence of certain ROME objectives; the field supervisor will periodically interview persons within each school currently in the program. Rather than interviewing just one person and getting just one view, it is felt that the acquisition of more than one view will more clearly reflect the needed information.

In this diagram, three interviews have been conducted: one with the Project ROME school administrator, and two with teachers serving on the problem-solving committee. Each person is considered a perspective. By interviewing three different people, a kind of triangulation of perspectives about whether or not the principal has successfully achieved outcomes specified in program objectives is gained.



Before scoring, it must first be ascertained whether or not the person being interviewed has worked with the principal. If he states that he has, then and only then, write in the person's official position in the space provided at the top of the page. The interviewer is not limited solely to the questions on the form and may ask as many questions as he wishes in scoring each item. He is also to assume that each respondent is telling the truth and take responses at face value.

SCORING

Please note that to the right of each question are three perspectives (labeled one, two and three) and two numbers (one and two). The perspectives represent the three persons being interviewed and the numbers represent their responses.

1.	Has the participant scheduled released time during the regular school day for teachers and administrators to work on an instructional problem.	Perspective One	1	2
		Perspective Two	1	2
		Perspective Three	1	2
		Total		

Suppose perspective one is the participant himself, teacher A is perspective two, and teacher B is perspective number three; after talking with each person about the question, the observer must circle the number "1" or the number "2" in order to specify his perception of that person's evaluation of the outcome. Category one is given the arbitrary value of one, category two is given the arbitrary value of two. By totaling the three circled scores, a total triangulation score is derived, and the score is recorded in the blank labeled total. The meaning of category one and two is presented below:

Category One: The person being interviewed tends to use predominantly statements whose dominant intent is to criticize, fault, or otherwise *negatively evaluate* the *observed outcome;* or the person is *unable to substantiate* the existence of the outcome. In this case, circle the number one under the appropriate indicator at the right of the question.

Category Two: The person being interviewed tends to use predominantly statements whose dominant intent is to praise, laud, or otherwise *positively evaluate* the *observed outcome.* In this case, circle the number two under the appropriate indicator at the right of the question. On consensus questions, each perspective must agree with the participant as well as praise him to produce a category two score.

TRIANGULATION INTERVIEW FORM

PERSPECTIVE ONE = _____
PERSPECTIVE TWO = _____
PERSPECTIVE THREE = _____

Objective Number One

"Initiating Structure"

1. Has the participant scheduled released time *during the regular school day* for teachers and administrators to work on school problems?

(1) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (1) [ ]

2. Has the participant *scheduled regular committee meetings* to discuss school problems?

(2) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (2) [ ]

3. Has the participant *organized a committee* to review a school problem?

(3) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (3) [ ]

4. Has the participant *regularly provided* the entire faculty with the *minutes* of each committee meeting?

(4) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (4) [ ]

Objective Number Two

"Defining the Problem"

1. Has the participant *worked cooperatively* with teachers in defining a problem?

(1) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (1) [ ]

2. Has the participant *developed consensus* about the problem definition?

(2) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (2) [ ]

3. Has the participant defined a *high priority* problem?

(3) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (3) [ ]

Objective Number Three

"Charting Alternatives"

1. Has the participant *encouraged* committee members to generate ideas for solving the problem?

(1) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (1) [ ]

2. Has the participant *encouraged* committee members to analyze critically these ideas?

(2) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (2) [ ]

3. Has the participant *developed consensus* about a possible problem solution?

(3) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (3) [ ]

Objective Number Four

"Planning for Problem Solution"

1. Has the participant *worked cooperatively* with committee members in developing an objective for problem solution?

(1) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (1) [ ]

2. Has the participant *developed a written objective(s)* for problem solving?

(2) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (2) [ ]

3. Has the participant *developed a system* for continuous recording of achievement test data, grades, and other criteria used in evaluating progress toward outcomes specified in the objectives?

(3) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (3) [ ]

Objective Number Five

"Implementing Objectives"

1. Has the participant *worked cooperatively* with committee members in planning inservice training to help teachers develop skills necessary for solving the problem?

(1) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (1) [ ]

2. Has the participant *begun inservice training* to help teachers develop skills necessary for solving the problem?

(2) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (2) [ ]

3. Has the participant *taken steps* to reduce or eliminate the possible negative consequences of the problem solution?

(3) Perspective One 1 2
Perspective Two 1 2
Perspective Three 1 2
Total (3) [ ]

APPENDIX D: THE FINAL REPORT

A final report reflecting the involvement and accomplishments of the participant are due two weeks prior to the conclusion of the project (when grades will be turned in to the registrar if the participant is working for course credit). The report will be in narrative form, typed, doublespaced on 8½ by 11 inch white bond paper. Rules for punctuation, spelling, indentations and margins will be observed.

The narrative will describe the problem-solving process engaged in by the participants from the beginning to the end of the project. Appendixes will be referred to at relevant places in the body of the narrative (either Turabian[1] or Campbell[2] may be followed for proper form).

In most cases these appendixes will be the following:

1. Daily log and its analysis
2. Minutes of committee meetings
3. Annotated bibliography
4. School assessment data
5. Summary of school visits

[1]Turabian, Kate L., A Manual for Writers of Term Papers, Theses, and Dissertations. Fourth Edition, The University of Chicago Press Chicago, 1973.

[2]Campbell, William C. and Stephen V. Ballou. Form and Style, Theses, Reports, Term Papers. Fourth Edition, Houghton Mifflin, Boston, 1974.

APPENDIX E: SAMPLE SCHOOL VISIT REPORT

Place: Eppling County Elementary School

Date: February 14, 1976

Host: Mrs. Pat Cioner, Title III Director, Eppling County Board of Education, Route 5, Box 7, Taxley, Georgia 31234 (912) 123-4567

Visiting Group: Mrs. Jones, our reading specialist; Mr. Otto, our math specialist, and myself.

Purpose: In initial meetings with our teaching staff, several teachers suggested we consider the team teaching approach at each grade level. This visit was arranged in order to view the approach in operation. We will report our findings at the next meeting of the faculty.

Charting

Alternative: The team teaching approach in grades K-6.

Intended Consequences: Team teaching is being implemented at Eppling County Elementary School in order to produce three basic outcomes.

First, the team is made up of teaching specialists each teacher serves as the lead teacher in his area of specialization. Second, working in a team, teachers are able to coordinate better their efforts. Third, since planning is done by more than a single teacher, this function will hopefully improve planning.

Negative Consequences: The time and expense needed to implement team teaching in a school appears great. The staff at Eppling is involved in an extensive in-service program. The principal at Eppling mentioned that resistence from older staff members proved difficult to overcome. He noted that there is little evidence available to suggest that such a change will improve student achievement.

Conclusions: We were impressed by the level of professional behavior exhibited by the teaching teams we viewed. Mrs. Jones suggested that the approach might be most applicable at the upper grades in our meeting next week. However, I believe such a program should be phased in gradually to avoid the negative consequences encountered by the staff at Eppling.

Signature _____

Date _____

APPENDIX F: SUGGESTIONS FOR USING THE AUDIO TAPE RECORDER

The audio tape recorder will be used by the leader in the training seminars and by the principals in their in-school meetings with faculty. As described in the lessons, audio tapes of meetings will be used for both documentation and training purposes. Tapes of Project ROME-FOCUS seminars will be reviewed by Project staff at VSC for the purpose of improving the training programs. It is the responsibility of the Project staff to acquire permission from participants before using the seminar tapes for any other purpose. Audio tapes of in-school meetings will be reviewed by the field supervisor to help the participant in defining and solving a high-priority school problem and by other participants in project seminars. It is the responsilibity of the principal to inform his faculty of the purpose of recording their meetings. The principal should acquire the permission of those faculty members involved in the taped sessions before using the tapes for any other purpose. It is very important that the seminar leader and the principals give attention to the following points:

1. All participants in recorded meetings should be made aware at the beginning that the meeting is being recorded.
2. Any participant may request that the recorder be turned off at any time during the meeting when he wishes to make confidential remarks.
3. Each principal and leader should have a cassette recorder in good working order, preferably with a built-in microphone, available for all recording sessions.
4. It is imperative that the recorder be set up and ready for operation at the beginning of the meeting.
5. The recorder should be placed in a clearly visible position where it will pick up contributions of all participants or committee members.

6. Extra tape should be available in the event that a meeting is especially long.

7. The tapes of meetings should be properly labelled and stored for easy access when needed. Since the tapes will be used throughout the program, they should not be erased until after the completion of the principal's training program.

8. There may be times when duplicate recordings of meetings will be required. Some of the tapes will be used as a documentation record by the project supervisor. The committee recorder may listen to tapes in order to compile his minutes. The participant will use his committee tapes in project seminars.

APPENDIX G: A GUIDE TO INTEPPRETING THE DIAGNOSTIC PROFILE

Each FOCUS participant is initially presented with a diagnostic profile generated by the administration of the Modified School Survey (MSS). The field supervisor meets with each participant on an individual basis, usually in the participant's school, and helps the participant plan an individualized program of study based on the interpretation of the data contained within the diagnostic profile. The purpose of this guide is to familiarize both the project supervisor and the participants with the conditions and information necessary for authentic interpretation of the diagnostic profile.

There are basically two areas of concern related to the task of helping ROME-FOCUS participants interpret the data contained within the diagnostic profile. First, the field supervisor and the participants must wittingly act in ways which nurture a viable helping relationship, a relationship not unlike the therapeutic relationship often described by Carl Rogers. Second, the supervisor and the participants must possess a thorough understanding of how the data contained within the diagnostic profile can be utilized in planning individualized instructional objectives.

Developing A Helping Relationship*

In order for helpful interaction to take place between supervisor and participant, the supervisor and the participant must deliberately develop a climate which nurtures mutual trust and respect. Threatening, tension-producing interaction can only lead to defensiveness and resistance. If the data contained within the diagnostic profile is to be a constructive resource

*The following discussion of a helping relationship is adapted from Carl R. Rogers, "The Characteristics of a Helping Relationship", On Becoming a Person (Boston: Houghton Mifflin Company, 1961), Chapter 3, pp. 39-58.

used in identifying and solving school problems and competency weaknesses, supervisor and participant need to act in ways which facilitate open interaction. This is especially true for the initial field visit of the program in which the field supervisor attempts to help the participants interpret the diagnostic profile in planning an individualized program of study. The project supervisor and the project participants should consider the following questions as they attempt to build helping relationships:

1. Can I act in ways which will be perceived by the other person as trustworthy? Some elemental conditions which encourage mutual trust might be keeping appointments or, respecting the confidential nature of the diagnostic profile, must be consistently honored. The diagnostic profile is the sole property of the participant. The maintenance of the confidentiality of the profile is essential to building trust between the supervisor and the participants.

2. Can I be expressive enough to communicate unambiguously. Sometimes the supervisor may feel embarrassed for the participant over certain data contained in the profile, or perhaps the participant may feel defensive about certain information introduced. These feelings are normal. Left unrecognized, they may cause confusion and contradictory messages. Probably the most effective way to deal with these feelings is to express them openly so that both can deal with them. Once these feelings are openly expressed, effective communication can take place.

3. Can I accept the other person for what he is, without the desire to evaluate or judge him or his world? While the temptation to judge is always present in every relationship, the limitation of such evaluations is essential in a helping relationship, a crucial element in building trust. Such a perspective leads both the supervisor and the participant to the realization that the focus of evaluation, the center of responsibility, lies within one's

self. For this reason, the diagnostic profile produces data relevant only to the participant's school.

4. Can I let myself experience positive attitudes toward the other person? When reviewing the diagnostic profile, it is important that the supervisor and the participant initially consider the positive aspects of the data and then consider the negative aspects in terms of an opportunity to improve. This kind of a perspective can reduce the threating aspects of reviewing the diagnostic profile.

5. One last question: Can I meet this other person as an individual who is capable of improving his own competency and his own situation: Unless the supervisor truly believes that the participant can improve his behavior, and unless the participant feels the supervisor can and will be a helpful resource, little progress can be expected. It is essential that each enter the relationship with the feeling that each is capable of performing his role and improving his behavior.

Interpreting the Profile

The MSS profile is administered so that data are generated which help participants identify problems in their schools. The problem identification data are used in planning objectives in the ROME-FOCUS instructional program. Since the ROME-FOCUS training program should be the initial sixth-year experience, the data is collected as part of preassessment for the ROME-FOCUS program. The purpose of this section is to explain how the problem identification data may be interpreted in planning the initial ROME-FOCUS experience.

Problem areas are identified in terms of teacher and principal perceptions of their school environment. Teacher perceptions are measured by the Modified Survey, an eleven factor measure of the school as a work environment. Principal perceptions are measured using the same instrument. However, principals respond to the instrument in terms of predicting how, "on the average", teachers in

his/her school will respond to each item. In interpreting the profile, participants are able to compare their predictions to the actual average teacher score for each factor. Following is a listing of the eleven factors which make up the MSS with sample items from each factor.

Factors	Items	
1. Relations with Principal	9, 24, 27	"My principal often shows initiative in seeking ways to help us in our work."
2. Voice in Educational Program	13, 18, 20	"Most of the time it's safe to say what you think around here."
3. Attitude toward Superintendent	3, 15, 17	"The superintendent seems to be willing to give careful consideration to the ideas and suggestions of teachers in this school."
4. Attitude toward School Board	5, 8, 10	"I think the school board does all it can to help build an effective educational program."
5. Instructional Materials	4, 6, 7	"The instructional materials provided for me in my work are very satisfactory."
6. Colleague Relations	2, 21, 25	"People in this school cooperate well."
7. Student Relations	16, 22, 33	"My students show normal consideration, courtesy and respect."
8. Community Support	1, 12, 31	"People in the community this school serves are 'education oriented'."
9. Educational Effectiveness	11, 30, 32	"In my opinion, adequate educational standards are being upheld in this school."
10. Buildings and Facilities	26, 28, 29	"The layout of this school is convenient for the staff."
11. Evaluation of Students	14, 19, 23	"Our practices for marking and reporting student progress are satisfactory."

Each participant receives 25 MSS teacher forms to be completed anonymously by randomly selected teachers in the participant's school. In schools of 25 teachers or less, every teacher in the school completes an MSS form. In addition, the participant completes the MSS form in which predictions are made about the average teacher response for each item. In each school a data collector, i.e., the librarian, lead teachers, should be selected to collect the forms from teachers to ensure their anonymity. The data collector should be someone trusted by the teachers.

Since there are three items representing each factor, factor scores range from 3-9. Items are scored from right to left, 1-3. The average score should be computed for each factor using the data produced from teacher responses. An average for a particular factor is computed as follows:

1. On each paper, sum the item scores representing a particular factor. The total should be between 3 and 9. Multiply that sum by three to produce a raw factor score ranging from 9-27.

2. For each factor, add the total factor scores from each paper and divide that total by the number of papers completed to determine the average score for that factor.

The participant needs to derive a total factor score for each factor on the paper he/she completes predicting average teacher responses. This is computed by summing the scores for the three items representing each factor. Each factor total should be between 3 and 9. Multiply that sum by three to produce a raw factor score ranging from 9-27.

Figure 2 presents a sample diagnostic profile form. The vertical axis represents the predictive MSS form responses produced by each participant. The horizontal axis represents the teacher responses to the MSS form. In plotting the diagnostic profile, each participant takes the average factor score for teachers in his/her school and plots it along the horizontal axis. Then the participant takes the score from the identical factor on his/her form of the

MSS and plots it along the vertical axis.

In the example presented in Figure 2, relations with principal, factor 1, produced an average teacher factor score of 10, and a principal factor score of 26. Based on these two coordinates, the participant marks the number one on the profile at precisely the place where these two coordinates intersect. This process is repeated for each factor until each factor is plotted on the profile.

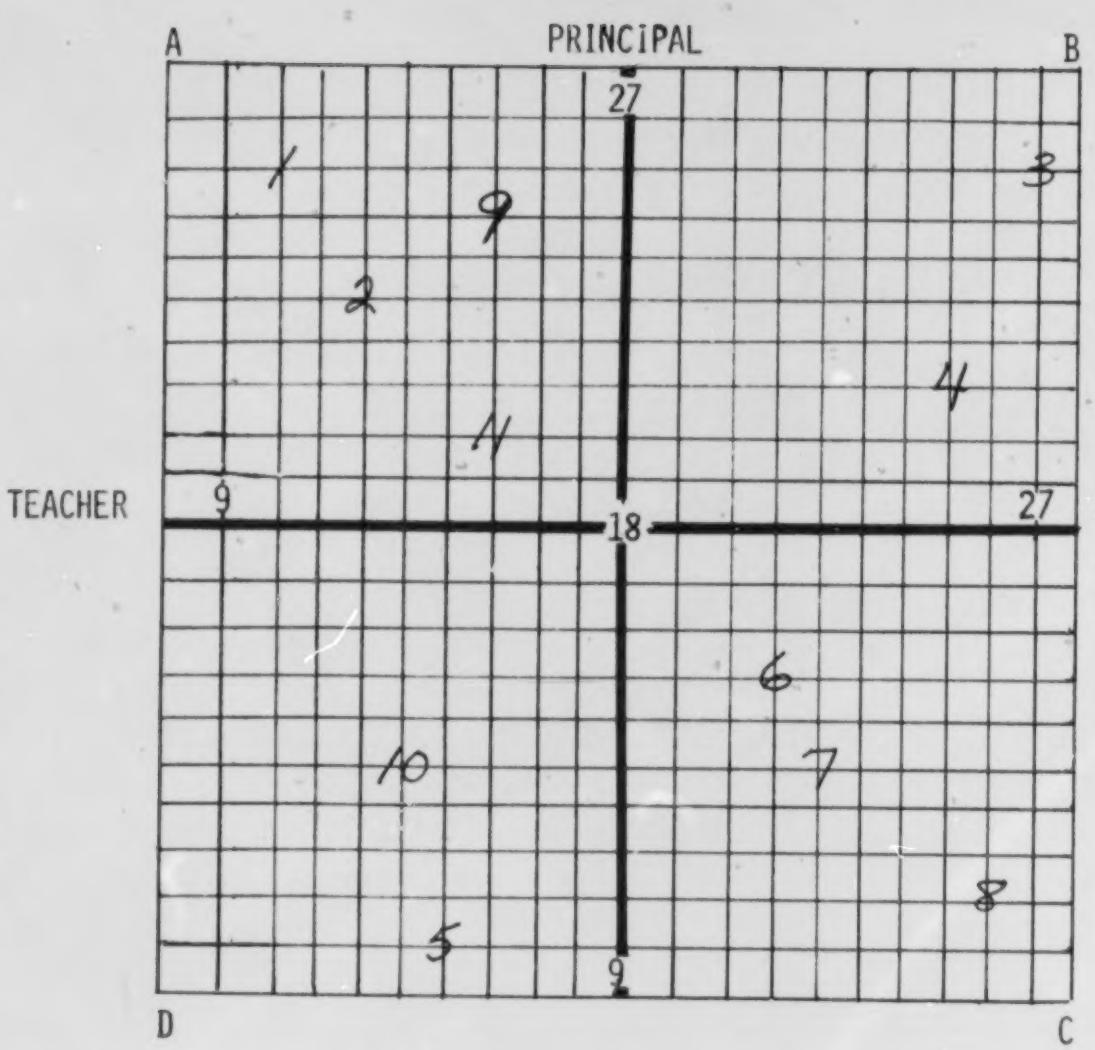
The supervisor and the participant are now ready to interpret the profile. Note that each quadrant is labeled A, B, C, D. Each quadrant suggests a particular interpretation in terms of the factors which are plotted within them. Following are some implications which might be derived from each quadrant:

Quadrant A. Factors representing this quadrant are perceived with relative dissatisfaction by teachers and predicted satisfaction by the principal. This discrepancy in perceptions may be suggestive of a problem area perceived by teachers, but not by the principal. In Figure 2, factors 1, 2, 9 and 11, that is, relations with principal, voice in educational program, educational effectiveness, and evaluation of students are viewed negatively by teachers and positively by the principal. Perhaps, problems in supervisory relations, teacher involvement in curriculum decisions, and the evaluation of student progress are indicated, problems of which the principal was apparently unaware.

Quadrant B. Factors appearing in this quadrant are viewed with satisfaction by both teachers and principal. In Figure 2, factors 3 and 4, attitude toward superintendent and attitude toward school board are positive in terms of respondents perceptions. They are most probably not indicative of possible problem areas.

Quadrant C. Factors falling in this quadrant are indicative of high satisfaction by teachers and predicted dissatisfaction by the principal. In Figure 2, factors 6, 7, and 8, colleague relations, students relations, and

FIGURE 2
DIAGNOSTIC PROFILE



community support are positively viewed by teachers even though the principal predicted dissatisfaction. Unless the principal is aware of situational factors unknown to teachers which may have harmful effects for the school organization, this quadrant is probably not indicative of problem areas requiring immediate action.

Quadrant D. Factors plotted in this quadrant are indicative of areas viewed both by the teachers and the principal as needing improvement. In Figure 2, factors 5 and 10, instructional materials and buildings and facilities are perceived negatively by all MSS respondents. These factors are seen as problem areas in that school organization.

In addition to interpretation of the profile by quadrant tendencies, it is possible to derive diagnostic information based on a comparison of factor scores for the teacher and/or the predicted MSS forms. This is accomplished for teacher responses by comparing the relative locations of various factor scores on the horizontal axis. For instance in figure 2, factors 1 and 2, relations with principal and voice in educational program are the lowest rated, and factors 3 and 8, attitudes toward superintendent and community support are the highest rated. The principal's factor scores are compared in the same way, but in terms of the vertical axis on the profile. For instance, factor 5, instructional materials are rated lowest, and factor 1 and 3, relations with principal and attitude toward the superintendent are highly rated. In both cases, factors which have relatively low factors scores may indicate possible problem areas. See attached samples of the two MSS forms.*

*The MSS is based on the School Survey, Industrial Relation Center, University of Chicago, 1968, and a recent factor analysis done by Chad Ellett, Director of Assessment, Project ROME, University of Georgia, Athens, Georgia.

TEACHER FORM

THE MODIFIED SCHOOL SURVEY

INSTRUCTIONS: This inventory contains 38 statements covering your opinions and attitudes about your work. Read each one carefully, and decide how you feel about it. You will agree with some statements and disagree with others. You may be undecided about some. To help you express your opinion, three possible responses are given beside each statement. All you have to do is choose the response that most nearly reflects your opinion, and mark an "X" in the blank under it. Use a pencil, and if you make an error or wish to change your answer, simply make an eraser and then mark an "X" in the proper blank.

WORK RAPIDLY, BUT ANSWER ALL STATEMENTS. Do not spend too much time on any one statement. Some of the statements may not be worded exactly the way you would like them to be. However answer them as best you can. Be sure to respond to every statement. Mark only one blank for each statement. If you cannot really decide about a statement, mark the "?" blank and go on to the next statement. This is not a test; there are no "right" or "wrong" answers.

	Agree	?	Disagree
1. People in the community this school serves are "education-oriented".	____	____	____
2. Most teachers in this school seem to be more concerned with the overall welfare of the school rather than their own personal interests.	____	____	____
3. Insofar as they affect me, decisions made by the superintendent are fair and equitable	____	____	____
4. There is little or no need to improve the quality of supplementary materials used by students.	____	____	____
5. The school board seems more concerned about an effective school program rather than just keeping costs down.	____	____	____
6. The instructional materials provided for me in my work are very satisfactory.	____	____	____
7. The school library and/or reference materials available to students are adequate to meet instructional needs	____	____	____
8. I think the school board does all it can to help build an effective educational program	____	____	____
9. My principal often tries to get my ideas about things.	____	____	____

Go on to next page.

		Agree	?	Disagree
10.	It seems to me that the school board usually concerns itself with really important educational matters.	____	__	____
11.	Almost all students in this school seem well prepared for advancement to the next higher grade level.	____	__	____
12.	In general, the parents of the students in this school are interested in helping us educate their children	____	__	____
13.	I have adequate opportunity to express my viewpoints about the philosophy and goals of this school	____	__	____
14.	There is little or no need to improve our system for reporting student progress to parents.	____	__	____
15.	The superintendent seems to be willing to give careful consideration to the ideas and suggestions of teachers in this school	____	__	____
16.	The number of students I have to work with makes it easy for me to do my job.	____	__	____
17.	The superintendent seems to have a great deal of interest in the personal welfare of the staff of this school	____	__	____
18.	Most of the time it's safe to say what you think around here.	____	__	____
19.	We have satisfactory procedures in this school for evaluating student progress	____	__	____
20.	Educational matters seem to get more attention in this school than administrative matters.	____	__	____
21.	People in this school cooperate well	____	__	____
22.	The students I work with do not seem to need an unusual amount of discipline	____	__	____
23.	Our practices for marking and reporting student progress are satisfactory.	____	__	____
24.	My principal often shows initiative in seeking ways to help us in our work.	____	__	____
25.	The absence of cliques or groups in this school creates a friendly atmosphere			

Go on to next page.

		Agree	?	Disagree
26.	Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like.	____	___	____
27.	My principal is fair in his dealings with me	____	___	____
28.	The classrooms, offices, and other work areas in this school need very little improvement.	____	___	____
29.	The layout of this school is convenient for the staff.	____	___	____
30.	Even when you take into account differences in student ability, other schools in this locality seem to be behind us in educational effectiveness.	____	___	____
31.	I feel our school system is one big reason why people choose to live in this community.	____	___	____
32.	In my opinion, adequate educational standards are being upheld in this school.	____	___	____
33.	My students show normal consideration, courtesy and respect.	____	___	____

The Modified School Survey is an abbreviated version of the School Survey, Industrial Relations Center, The University of Chicago, 1968.

PRINCIPAL FORM

THE MODIFIED SCHOOL SURVEY

INSTRUCTIONS: This inventory contains 38 statements covering your teachers' opinions and attitudes about their work. Read each one carefully and decide what you think the average teacher response will be in your school. You will predict agreement on some statements and disagreement on others. You may be undecided about some. To help you express your opinion, three possible responses are given beside each statement. All you have to do is choose the response that most nearly reflects your opinion, and mark an "X" in the blank under it. Use a pencil, and if you make an error or wish to change your answer, simply make an eraser and then mark an "X" in the proper blank.

WORK RAPIDLY, BUT ANSWER ALL STATEMENTS. Do not spend too much time on any one statement. Some of the statements may not be worded exactly the way you would like them to be. However answer them as best you can. Be sure to respond to every statement. Mark only one blank for each statement. If you cannot really decide about a statement, mark the "?" blank and go on to the next statement. This is not a test; there are no "right" or "wrong" answers.

	Agree	?	Disagree
1. People in the community this school serves are "education-oriented".	____	___	____
2. Most teachers in this school seem to be more concerned with the overall welfare of the school rather than their own personal interests.	____	___	____
3. Insofar as they affect me, decisions made by the superintendent are fair and equitable	____	___	____
4. There is little or no need to improve the quality of supplementary materials used by students.	____	___	____
5. The school board seems more concerned about an effective school program rather than just keeping costs down.	____	___	____
6. The instructional materials provided for me in my work are very satisfactory.	____	___	____
7. The school library and/or reference materials available to students are adequate to meet instructional needs	____	___	____
8. I think the school board does all it can to help build an effective educational program	____	___	____
9. My principal often tries to get my ideas about things.	____	___	____

Go on to next page.

		Agree	?	Disagree
10.	It seems to me that the school board usually concerns itself with really important educational matters.	____	___	____
11.	Almost all students in this school seem well prepared for advancement to the next higher grade level.	____	___	____
12.	In general, the parents of the students in this school are interested in helping us educate their children	____	___	____
13.	I have adequate opportunity to express my viewpoints about the philosophy and goals of this school	____	___	____
14.	There is little or no need to improve our system for reporting student progress to parents.	____	___	____
15.	The superintendent seems to be willing to give careful consideration to the ideas and suggestions of teachers in this school	____	___	____
16.	The number of students I have to work with makes it easy for me to do my job.	____	___	____
17.	The superintendent seems to have a great deal of interest in the personal welfare of the staff of this school	____	___	____
18.	Most of the time it's safe to say what you think around here.	____	___	____
19.	We have satisfactory procedures in this school for evaluating student progress	____	___	____
20.	Educational matters seem to get more attention in this school than administrative matters.	____	___	____
21.	People in this school cooperate well	____	___	____
22.	The students I work with do not seem to need an unusual amount of discipline	____	___	____
23.	Our practices for marking and reporting student progress are satisfactory.	____	___	____
24.	My principal often shows initiative in seeking ways to help us in our work.	____	___	____
25.	The absence of cliques or groups in this school creates a friendly atmosphere	____	___	____

Go on to next page.

		Agree	?	Disagree
26.	Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like.	____	___	____
27.	My principal is fair in his dealings with me	____	___	____
28.	The classrooms, offices, and other work areas in this school need very little improvement.	____	___	____
29.	The layout of this school is convenient for the staff.	____	___	____
30.	Even when you take into account differences in student ability, other schools in this locality seem to be behind us in educational effectiveness.	____	___	____
31.	I feel our school system is one big reason why people choose to live in this community.	____	___	____
32.	In my opinion, adequate educational standards are being upheld in this school.	____	___	____
33.	My students show normal consideration, courtesy and respect.	____	___	____

The Modified School Survey is an abbreviated version of the School Survey, Industrial Relations Center, The University of Chicago, 1968.

APPENDIX H: REMEDIAL CONTRACT

With respect to _____ core objective, outcome number _____, the following problems are seen as needing correction by the participant and his committee before credit may be given, signifying successful completion of that outcome:

The field supervisor specifies the following to be done so that the participant may receive full credit for the specified outcome(s):

The participant agrees to all these conditions and agrees to complete these requirements by _____, 197__.

_____ Field Supervisor

_____ Participant

Date _____.

APPENDIX I: "BRAINSTORMING"

Brainstorming, which is sometimes referred to as the noncritical approach to generating alternatives, is a very useful technique for putting a group at ease, for stimulating a flow of creative ideas, and for producing a large number of alternatives for the solution of a particular problem. Brainstorming operates on the rationale that people will tend to be more creative when their ideas will not receive immediate criticism.

Several principles should be observed if the brainstorming session is to achieve optimum productivity. Some of these are:

1. All ideas are solicited and accepted. The greater the number, the more likely that all the relevant alternative solutions for the problem will be generated in one session.

2. No ideas are criticized during the session. Criticism at this time can inhibit creativity and stop the flow of ideas.

3. Members are encouraged to avoid self-criticism of their ideas and to present all ideas regardless of how "far-out" they may seem to be.

4. Ideas can be refined, combined and modified during the course of the session. Participants should be encouraged to build on to ideas presented by others.

A concensus of leading practitioners favors five to twelve as the optimum size for a brainstorming group, but our own experience has shown that a committee of from seven to ten members seem to be the optimum for school personnel. This may be a good rule-of-thumb to keep in mind when considering the size of the problem-solving committee. If brainstorming is to be used with a large number of people, perhaps the leader should consider dividing the group into smaller groups to facilitate the process.

The school principal can use this technique in working with his committee. The principal, in his role of group leader, is responsible for keeping the discussion moving, for staying with or on the subject, and for following the rules of proper brainstorming procedure. It is recommended that all

suggestions be written on newsprint or old newspapers attached to the wall. Use a broad felt-point pen. All alternatives should be left on the wall so that a record is visible to the group.

The problem to be brainstormed will be stated in question form. For instance, "How can the principal schedule released time during the school day for teachers to work on a school problem?" After the problem is presented, give the participants 30 to 45 seconds to organize their thinking. The brainstorming group then attempts to generate as many solutions for this problem as possible. The length of the discussion actually depends on the nature of the problem, the pace of the group, and the group's enthusiasm. The group should be alerted about a minute or two before the exercise is brought to a close.

Personal involvement is very important in keeping a group motivated and "on target". It is desirable to initiate this approach from the very beginning as it "establishes ownership" of an idea for the group. The technique of getting the participants' ideas and printing them on newsprint around the room serves a two-fold purpose: (1) each participant can see his ideas and know they have been considered, and (2) an almost instant sense of accomplishment is felt by the group as ideas are quickly generated and put on display. It is very important that the participant use the "newspaper display" technique with his faculty or committee in his in-school application. The idea-covered sheets of newsprint can be saved for future reference as needed.

APPENDIX J:

CONSEQUENCE ANALYSIS MANAGEMENT PLAN

Objective ( )

Conditions:

Outcomes:

Activity	Performed by	Date Begun	Completion Date	Criteria

VISUAL AIDS

Illustrated by:

David R. Goodsell

LIST OF OVERHEADS

LESSON ONE

(1) INTENDED CONSEQUENCES OF THE SEMINAR 83
(2) HOW MANY WAYS CAN A BRICK BE USED? 85
(3) CAN YOU WRITE A CAPTION FOR THIS CARTOON?. 87
(4) PROBLEM. 89
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CONSEQUENCE ANALYSIS: MEDIA GUIDELINES

Introduction:

Psychologists have found that visual reinforcement is helpful in learning situations. Whether a cartoon, an example, or a verbatim replecation of what is contained in the text, the following transparency masters will help participants to focus attention on the key concepts to be stressed by the instructor (or principal). Use the masters to make the transparencies; then use the transparencies as outlined in the instructions for each lesson.

The advantage of the overhead transparency is that room lights can be kept on, at a moderate level, allowing participants to take notes and carry on discussion with the instructor and among themselves. There are no distractions from turning lights off and on. The projection screen should be located behind the instructor, so that he can face the participants while discussing the transparencies.

INSTRUCTIONS FOR THE USE OF MEDIA IN SEMINARS

(The purpose of overhead transparencies is to help the viewer focus on a particular concept or problem. In this way thoughts are less apt to wander from the issue at hand.)

LESSON ONE: INITIATING STRUCTURE

(1) Greet the class and briefly outline the rationale for initiating structure.

(2) Show transparency I-1, the intended consequences of the seminar, briefly explaining brainstorming while stressing the benefits of such techniques. Suggest that the group might enjoy some exercises in brainstorming.

(3) Show transparency I-2, the brick. Discuss, using brainstorming guidelines.

(4) Repeat this exercise using the cartoon, transparency I-3.

(5) Finally, show transparency I-4, the released time problem, and proceed with a 15 - 25 minute exercise, following the proceedures presented in the instructional guidelines.

(6) Assign the in-school application, using transparency I-5 to explain the assignment.

LESSON OUTLINE (for principals)

(1) Following the In-School Application Proceedures as stated in the field manual, discuss the project with faculty and make arrangements to meet with your committee.

(2) Explain the brainstorming technique, using transparencies I-2 and I-3.

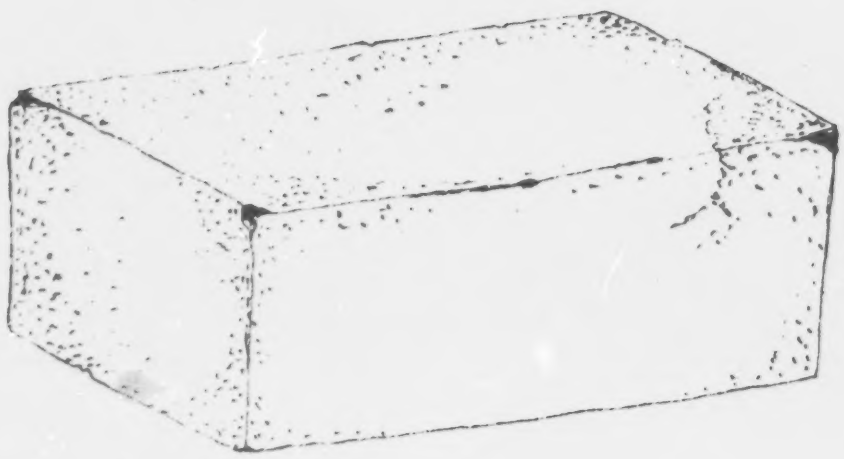
(3) Using transparency I-4, proceed with the problem on scheduling released time, again following the proceedures outlined in the field manual.

LESSON ONE (1)

INTENDED CONSEQUENCES OF THE SEMINAR

AS A RESULT OF THIS SEMINAR, EACH PARTICIPANT DEVELOPS COMPETENCE IN CREATING THE NECESSARY INITIATING STRUCTURE FOR SCHOOL PROBLEM SOLVING AND IMPROVES HIS ABILITY TO LEAD A GROUP IN COOPERATIVELY DEVELOPING THIS STRUCTURE.

LESSON ONE (2)



BRICK

HOW MANY WAYS CAN A BRICK BE USED?

LESSON ONE (3)

CAN YOU WRITE A CAPTION FOR THIS CARTOON?

LESSON ONE (4)

PROBLEM

HOW CAN RELEASED TIME BE SCHEDULED DURING THE REGULAR SCHOOL DAY FOR ADMINISTRATORS AND TEACHERS TO WORK ON SCHOOL PROBLEMS?

LESSON ONE (5)

INTENDED CONSEQUENCES OF THE IN-SCHOOL APPLICATION

CONDITIONS: GIVEN A SEMINAR CONCERNED WITH PROBLEM SOLVING AND INITIATING STRUCTURE REFERENCE TO THE FIRST CHAPTER OF CONSEQUENCE ANALYSIS.

OUTCOMES: EACH PARTICIPANT WILL DEMONSTRATE THE FOLLOWING OBSERVABLE OUTCOMES IN HIS SCHOOL:

1. THE PARTICIPANT HAS SCHEDULED RELEASED TIME DURING THE REGULAR SCHOOL DAY FOR TEACHERS AND ADMINISTRATORS TO WORK ON SCHOOL PROBLEMS?
2. THE PARTICIPANT HAS SCHEDULED REGULAR COMMITTEE MEETINGS TO DISCUSS SCHOOL PROBLEMS?
3. THE PARTICIPANT HAS ORGANIZED A COMMITTEE TO REVIEW A SCHOOL PROBLEM?
4. THE PARTICIPANT HAS REGULARLY PROVIDED THE ENTIRE FACULTY WITH THE MINUTES OF EACH COMMITTEE MEETING?

CRITERIA: THE EXISTENCE OF THESE OUTCOMES WILL BE SUBSTANTIATED BY THE EMPLOYMENT OF A TRIANGULATION OF PERSPECTIVES WHEREBY THE SUPERVISOR WILL INTERVIEW TWO TEACHERS AND THE PRINCIPAL TO DETERMINE IF, INDEED, THE OUTCOMES HAVE BEEN REALIZED.

LESSON TWO: DEFINING A PROBLEM

(1) Greet the class and briefly discuss the importance of being able to define a problem. Use transparency II-1 describing the intended consequences to assist this discussion.

(2) Have the participants read the first sample case (Mrs. Middlebrooks complaint) and then, using transparencies II-2, II-3 and II-4, discuss how problem indicators, problem definitions, and structural features related to the problem are determined. Especially stress the difference between acceptable and unacceptable problem definitions, using transparency II-5.

(3) Discuss case 2, using transparency II-6 to suggest to the participants that they need to identify problem indicators, write a problem definition, and also determine what structural features of the school may be related to the problem.

(4) Participants are given the in-school assignment, explained through the use of transparency II-7.

LESSON OUTLINE: (for principals)

(1) Following the In-School Application Procedures as stated in the field manual, discuss the importance of being able to identify problem indicators and stating a problem definition.

(2) Have the participants read the first sample case (Mrs. Middlebrooks complaint) and then, using transparencies II-2, II-3 and II-4, discuss how problem indicators, problem definition, and structural features related to the problem are determined. Especially stress the difference between acceptable and unacceptable problem definitions, using transparency II-5.

(3) Discuss case 2, using transparency II-6, as described in the field manual.

(4) Employing these examples, lead the participants through a real problem in the school.

LESSON TWO (1)

INTENDED CONSEQUENCES OF THE SEMINAR

AS A RESULT OF THIS SEMINAR, THE PARTICIPANT IMPROVES HIS PROFICIENCY IN DEFINING A PROBLEM AND HIS ABILITY TO LEAD OTHERS IN COOPERATIVELY IDENTIFYING PROBLEM INDICATORS AND STATING A PROBLEM DEFINITION.

LESSON TWO (2)

PROBLEM INDICATORS:

1. MRS. MIDDLEBROOKS VISITED THE SCHOOL TO COMPLAIN TO THE PRINCIPAL.
2. MR. MIDDLEBROOKS COMPLAINED TO SCHOOL BOARD MEMBER.
3. THE BOARD MEMBER REPORTED CONCERN TO THE SUPERINTENDENT.
4. MR. FARLEY COMPLAINED ABOUT INFRINGEMENT ON ACADEMIC FREEDOM AND PRINCIPAL'S NON-SUPPORT OF TEACHERS AGAINST PARENTS.
5. MR. FARLEY COMPLAINED ABOUT COUNSELING AND PLACEMENT OF THE MIDDLEBROOKS BOY.
6. GENERAL ALLEGATION OF UNFAIR TREATMENT OF STUDENTS BY MR. MIDDLEBROOKS.
7. THE SUPERINTENDENT REQUESTED ACTION.

LESSON TWO (3)

PROBLEM DEFINITION:

HOW CAN WE REACH AGREEMENT ON A POLICY FOR GRADING AND EVALUATING STUDENTS?

LESSON TWO (4)

SCHOOL STRUCTURAL FEATURES RELATED TO THE PROBLEM MAY BE:

1. SCHOOLS ARE MARKED BY NO CLEAR-CUT WORK TECHNOLOGY.
2. MOST SCHOOLS AND SCHOOL SYSTEMS ARE MARKED BY A GENERAL STRUCTURAL LOOSENESS.
3. SCHOOLS HAVE A VAGUE GOAL STRUCTURE.
4. SCHOOLS ARE PUBLIC INSTITUTIONS MARKED BY A HIGH DEGREE OF VULNERABILITY.

LESSON TWO (5)

NOTICE THAT THE PROBLEM IS NOT:

HOW CAN WE RESOLVE THE DISAGREEMENT ABOUT BOBBY'S GRADE?

HOW CAN WE APPEASE AN IRATE PARENT?

HOW CAN WE DEAL WITH AN UNFAIR TEACHER?

HOW CAN WE SATISFY THE SUPERINTENDENT AND BOARD MEMBER?

LESSON TWO (6)

DEFINING PROBLEMS

INDICATORS _____

PROBLEM DEFINITION _____

LESSON TWO (7)

INTENDED CONSEQUENCES OF THE IN-SCHOOL APPLICATION

Intended Consequences of the In - School Application

Conditions: Given a seminar concerned with developing a problem definition and reference to the second chapter of Consequence Analysis.

Outcomes: Each participant will demonstrate the following observable outcomes in his school:

1. The participant has worked cooperatively with teachers in defining a problem.
2. The participant has developed consensus about the problem definition.
3. The participant has defined a high priority problem.

Criteria: The existence of these outcomes will be substantiated by the employment of a triangulation of perspectives whereby the supervisor will interview two teachers and the principal to determine if the outcomes have been realized.

INSTRUCTIONS FOR THE USE OF MEDIA IN SEMINARS

LESSON THREE: CHARTING ALTERNATIVES

(1) Greet the class and briefly discuss the process of charting alternatives; use transparency III-1 defining the intended consequences to aid in the discussion. Summarize by stating the four steps followed in charting alternatives and shown in transparency III-2, with attendant sample charting of alternatives, transparency III-3.

(2) Using the brainstorming technique, lead the group through the several exercises described under Seminar Procedures in the instructors manual, and shown by transparencies III-4 and III-5. Compare alternates derived by participants for the litter problem with those in transparency III-6.

(3) Assign the participants the in-school application objective, transparency III-7.

LESSON OUTLINE: (for principals)

(1) Following the procedures outlined in the field manual, discuss the process of charting alternatives, using transparencies III-1, III-2 and III-3 as aids.

(2) Using transparency III-5 and III-6 and using the brainstorming technique, lead the participants through the litter problem.

(3) Continue as outlined in the field manual.

LESSON THREE (1)

INTENDED CONSEQUENCES OF THE SEMINAR

AS A RESULT OF THIS SEMINAR, THE PARTICIPANT IMPROVES HIS SKILL FOR GENERATING ALTERNATIVES, IDENTIFYING INTENDED AND NEGATIVE CONSEQUENCES, AND DEVELOPING A CONTINGENCY RATING. THE PARTICIPANT IMPROVES HIS ABILITY TO LEAD A GROUP IN THE PROCESS OF CHARTING ALTERNATIVES.

LESSON THREE (2)

STEPS IN CHARTING ALTERNATIVES

1. GENERATE ALTERNATIVES.
2. LIST INTENDED CONSEQUENCES.
3. USE SCANNING MECHANISMS TO DETERMINE THE EFFECT OF EACH ALTERNATIVE.
4. LIST NEGATIVE CONSEQUENCES FOR EACH ALTERNATIVE.

LESSON THREE (3)

A SAMPLE CHARTING OF ALTERNATIVES

CONTINGENCY RATING	ALTERNATIVES	INTENDED CONSEQUENCES	NEGATIVE CONSEQUENCES
2	READING PROGRAM X	WE INTEND TO: IMPROVE INSTRUCTION IN PHONICS.	SOME TEACHERS DO NOT UNDERSTAND THE PHONICS APPROACH AND MAY FEEL THREATENED.
1	READING PROGRAM Y	WE INTEND TO: IMPROVE INSTRUCTION IN READING VIA A MULTIMEDIA PRESENTATION.	MACHINES BREAK DOWN AND MUST BE REPAIRED. HIGHER INITIAL INVESTMENT.
3	MINIMUM CHANGE	WE INTEND TO: IMPROVE USE OF THE OLD PROGRAM.	READING SKILLS WILL NOT BE IMROVED.

LESSON THREE (4)

SAMPLE PROBLEMS

"HOW CAN WE IMPROVE COMMUNICATION BETWEEN THE SCHOOL AND THE COMMUNITY?"

"HOW CAN WE HELP CONSISTENTLY FAILING STUDENTS IN OUR SCHOOL?"

LESSON THREE (5)

HOW CAN WE KEEP OUR BUILDINGS AND GROUNDS CLEAN?

LESSON THREE (6)

ALTERNATIVES

(A) HAVE STUDENTS WHO ARE SENT TO OFFICE FOR DISCIPLINE PROBLEMS POLICE THE BUILDING AND GROUNDS.

(B) BECOME MORE SEVERE WITH STUDENTS CAUGHT LITTERING.

(C) ASSIGN EXTRA TEACHERS TO SUPERVISE CORRIDORS AND GROUNDS.

(D) HIRE ADDITIONAL CUSTODIAL PERSONNEL.

(E) INITIATE A "KEEP OUR SCHOOL BEAUTIFUL" PROGRAM.

LESSON THREE (7)

INTENDED CONSEQUENCES OF THE IN-SCHOOL APPLICATION

CONDITIONS: GIVEN A SEMINAR AND ONE MONTH FOR IMPLEMENTATION FOR PROBLEM SOLVING AND CHARTING ALTERNATIVES, AND REFERENCE TO THE THIRD CHAPTER OF CONSEQUENCE ANALYSIS,

OUTCOMES: EACH PARTICIPANT WILL DEMONSTRATE THE FOLLOWING OBSERVABLE OUTCOMES IN HIS SCHOOL:

1. THE PARTICIPANT HAS ENCOURAGED COMMITTEE MEMBERS TO GENERATE IDEAS FOR SOLVING THE PROBLEM.
2. THE PARTICIPANT HAS ENCOURAGED COMMITTEE MEMBERS TO CRITICALLY ANALYZE THESE IDEAS.
3. THE PARTICIPANT HAS DEVELOPED CONSENSUS ABOUT A POSSIBLE PROBLEM SOLUTION.

CRITERIA: THE EXISTENCE OF THESE OUTCOMES WILL BE SUBSTANTIATED BY THE EMPLOYMENT OF A TRIANGULATION OF PERSPECTIVES WHEREBY THE SUPERVISOR WILL INTERVIEW TWO TEACHERS AND THE PRINCIPAL TO DETERMINE IF THE OUTCOMES HAVE BEEN REALIZED.

INSTRUCTIONS FOR THE USE OF MEDIA IN SEMINARS

LESSON FOUR: PLANNING FOR PROBLEM SOLUTION

(1) Greet the class and discuss the rationale for planning problem solutions. Use transparency IV-1, the intended consequences of the seminar, to aid in this discussion.

(2) Present the example problem, explaining how objectives are derived, using transparencies IV-2 and IV-3 as aids.

(3) Present the problem statement on released time and the alternative, transparency IV-4, and follow the seminar procedures outlines in the seminar guide.

(4) Explain the in-school application objective using transparency IV-5.

LESSON OUTLINE: (for principals)

(1) Explain to the class the importance of planning problem solutions, using transparencies IV-2 and IV-3 to aid in this process.

(2) Employing IV-4, proceed as outlined in the field manual, working with an actual high-priority school problem.

(3) Using the same alternative, and employing IV-4, have the participants rewrite the objective with new conditions, outcome(s), and criterion.

LESSON FOUR (1)

INTENDED CONSEQUENCES OF THE SEMINAR

AS A RESULT OF THIS SEMINAR, THE PARTICIPANT IMPROVES HIS SKILL IN STATING ALTERNATIVES AS OBJECTIVES AND IMPROVES HIS ABILITY TO LEAD A GROUP IN DEVELOPMENT OF OBJECTIVES FOR SOLVING A HIGH PRIORITY SCHOOL PROBLEM.

LESSON FOUR (2)

PROBLEM

PROBLEM DEFINITION: HOW CAN WE SCHEDULE RELEASED TIME DURING THE SCHOOL DAY FOR TEACHERS AND ADMINISTRATORS TO WORK ON AN INSTRUCTIONAL PROGRAM?

POSSIBLE ALTERNATIVE: WE INTEND TO HAVE MONTHLY OR QUARTERLY INSERVICE HALF DAYS WHERE CHILDREN ARE EXCUSED AT LUNCH TIME FREEING TEACHERS FOR MEETINGS.

HOW CAN THE ABOVE ALTERNATIVE BE WRITTEN IN OBJECTIVE FORM, WITH CONDITIONS, OUTCOMES, AND CRITERIA STATEMENTS?

OBJECTIVE

CONDITIONS: GIVEN MONTHLY INSERVICE HALF DAYS WHERE THE CHILDREN ARE EXCUSED AT LUNCH TIME THEREBY FREEING TEACHERS FOR MEETINGS DURING THE LAST HALF OF THE SCHOOL DAY,

OUTCOME: THE INSTRUCTIONAL STAFF WILL BE PROVIDED WITH THE NECESSARY TIME, SPACE, PERSONNEL AND RESOURCES NEEDED TO SOLVE AN IMPORTANT INSTRUCTIONAL PROBLEM IN THE SCHOOL AND WILL MEET REGULARLY FOR THIS PURPOSE.

CRITERION: THE PRINCIPAL AND INSTRUCTIONAL STAFF WILL DOCUMENT THIS OUTCOME BY DEVELOPING A PUBLISHED SCHEDULE OF MEETING TIMES AND PLACES AND BY MAINTAINING MINUTES OF EACH INSERVICE MEETING DURING THE SCHOOL YEAR. THE PRINCIPAL WILL ADMINISTER AN OPEN-ENDED QUESTIONNAIRE TO BE COMPLETED ANONOMOUSLY BY ALL TEACHERS TO DETERMINE POSSIBLE AREAS OF DISSATISFACTIONS WITH THE MEETING SCHEDULE. THE PRINCIPAL WILL SUMMARIZE LAST YEAR'S PROGRESS AS DOCUMENTED BY THE SCHEDULE AND MINUTES AND REPORT THE RESULTS OF THE SURVEY AT THE FIRST INSERVICE MEETING OF THE NEXT SCHOOL YEAR. DURING THIS MEETING, THE STAFF MAY REVISE THE SCHEDULE BASED ON THE EVALUATION DATA PRESENTED OR ON NEW SITUATIONAL PROBLEMS.

LESSON FOUR (4)

REWRITE THE OBJECTIVE

CONDITIONS: _____

_____

_____

_____

OUTCOME(S): _____

_____

_____

_____

CRITERION: _____

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LESSON FOUR (5)

INTENDED CONSEQUENCES OF THE IN-SCHOOL APPLICATION

CONDITIONS: GIVEN A SEMINAR CONCERNED WITH DEVELOPING AN OBJECTIVE STATEMENT FROM AN ALTERNATIVE AND REFERENCE TO CHAPTER FOUR OF CONSEQUENCE ANALYSIS.

OUTCOMES: EACH PARTICIPANT WILL DEMONSTRATE THE FOLLOWING OBSERVABLE OUTCOMES IN HIS SCHOOL:

1. THE PARTICIPANT HAS WORKED COOPERATIVELY WITH COMMITTEE MEMBERS IN DEVELOPING AN OBJECTIVE FOR PROBLEM SOLUTION.
2. THE PARTICIPANT HAS DEVELOPED A WRITTEN OBJECTIVE(S) FOR PROBLEM SOLVING.
3. THE PARTICIPANT HAS DEVELOPED A SYSTEM FOR CONTINUOUS RECORDING OF ACHIEVEMENT TEST DATA, GRADES, AND OTHER CRITERIA USED IN EVALUATING PROGRESS TOWARD OUTCOMES SPECIFIED IN THE OBJECTIVES.

CRITERIA: THE EXISTENCE OF THESE OUTCOMES WILL BE SUBSTANTIATED BY THE EMPLOYMENT OF A TRIANGULATION OF PERSPECTIVES WHEREBY THE SUPERVISOR WILL INTERVIEW TWO TEACHERS AND THE PRINCIPAL TO DETERMINE IF THE OUTCOME HAS BEEN REALIZED.

INSTRUCTIONS FOR THE USE OF MEDIA IN SEMINARS

LESSON FIVE: IMPLEMENTING OBJECTIVES

(1) Greet the class and discuss the procedures involved in implementing objectives. Use transparency V-1, intended consequences, to aid in this discussion.

(2) Using the cartoon, transparency V-2, "Implementation," which shows both anticipated and unanticipated consequences inherent in implementation, discuss how planning should reduce or eliminate such pitfalls.

(3) Present the objective for in-school application, using transparency V-3, to aid in the explanation of what is expected.

LESSON OUTLINE: (for principals)

(1) Discuss the pitfalls of implementation using transparency V-2, "Implementation". This cartoon shows that consequences can be anticipated or unanticipated; it is necessary to plan for both.

(2) Continue with the procedures outlined in the field manual.

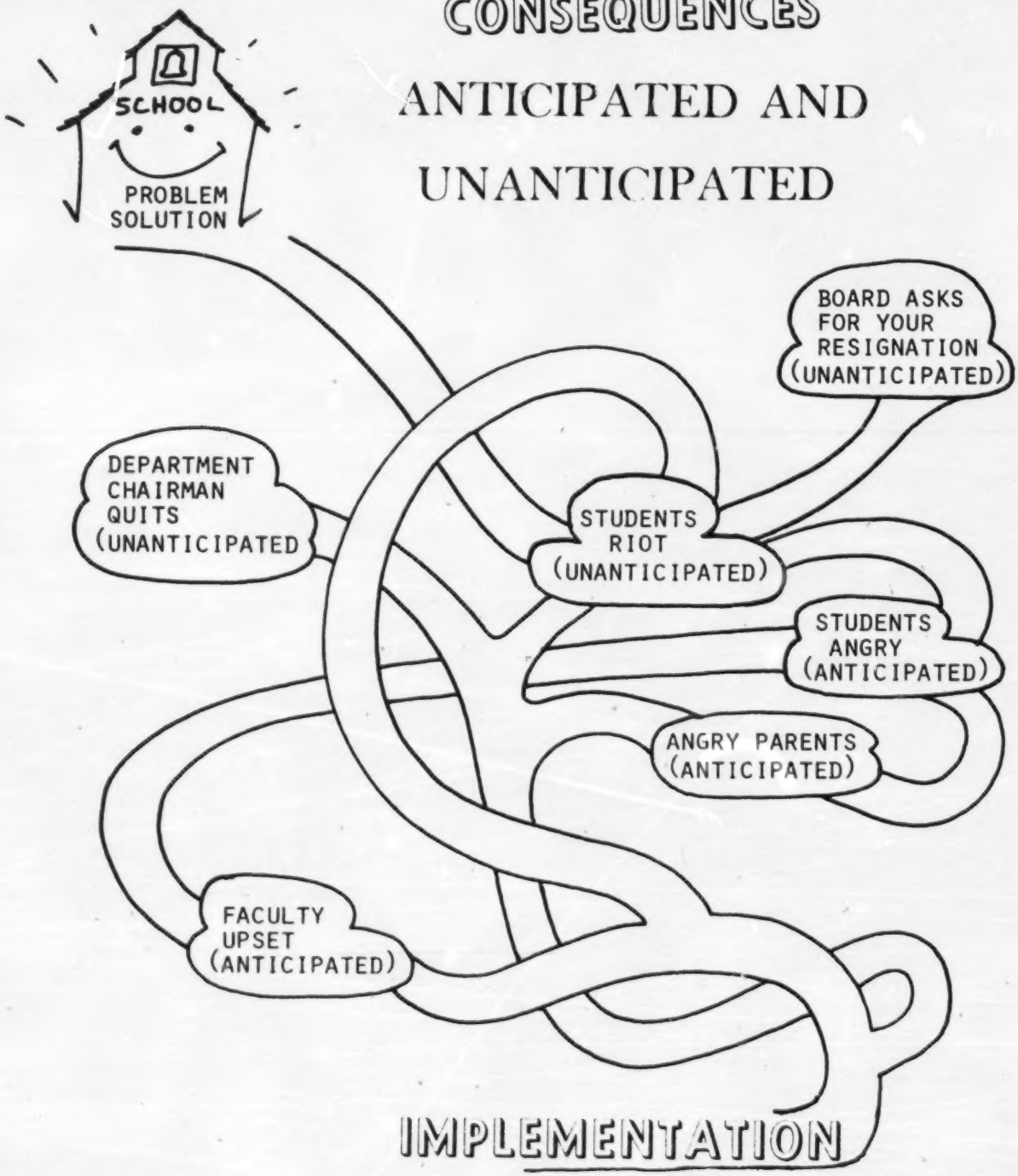
LESSON FIVE (1)

INTENDED CONSEQUENCES OF THE SEMINAR

AS A RESULT OF THIS SEMINAR, THE PARTICIPANT IMPROVES HIS ABILITY TO MINIMIZE OR ELIMINATE NEGATIVE CONSEQUENCES AND DEVELOPS COMPETENCE IN HELPING OTHERS DEAL WITH NEGATIVE CONSEQUENCES.

LESSON FIVE (2)

CONSEQUENCES ANTICIPATED AND UNANTICIPATED



LESSON FIVE (3)

LE

INTENDED CONSEQUENCES OF THE IN-SCHOOL APPLICATION

CONDITIONS: GIVEN A SEMINAR CONCERNED WITH IMPLEMENTATION AND MINIMIZING UNANTICIPATED NEGATIVE CONSEQUENCES OF SELECTED OBJECTIVES AND REFERENCE TO CHAPTER FIVE OF CONSEQUENCE ANALYSIS,

OUTCOMES: EACH PARTICIPANT WILL DEMONSTRATE THE FOLLOWING OBSERVABLE OUTCOMES IN HIS SCHOOL:

1. THE PARTICIPANT HAS WORKED COOPERATIVELY WITH COMMITTEE MEMBERS IN PLANNING INSERVICE TRAINING TO HELP TEACHERS DEVELOP SKILLS NECESSARY FOR SOLVING THE PROBLEM.
2. THE PARTICIPANT HAS BEGUN INSERVICE TRAINING TO HELP TEACHERS DEVELOP SKILLS NECESSARY FOR SOLVING THE PROBLEM.
3. THE PARTICIPANT HAS TAKEN STEPS TO REDUCE OR ELIMINATE THE POSSIBLE NEGATIVE CONSEQUENCES OF THE PROBLEM SOLUTION.

CRITERIA: THE EXISTENCE OF THESE OUTCOMES WILL BE SUBSTANTIATED BY THE EMPLOYMENT OF A TRIANGULATION OF PERSPECTIVES WHEREBY THE SUPERVISOR WILL INTERVIEW TWO TEACHERS AND THE PRINCIPAL TO DETERMINE IF THE OUTCOME HAS BEEN REALIZED.